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ABSTRACT

Designed to meet the children's academic, vocational, and social needs, Pennsylvania's migrant programs served 1,393 children during 1976. Social workers, local ministers, project staffs, and the Migrant Student Record Transfer System (MSRTS) office staff at Millersville identified and recruited the children. School records were used to identify 5-year migrants. In many programs, designed to allow flexibility in the placement of children as they progressed, children were grouped by needs, and classrooms were ungraded. All programs were specifically designed as summer programs that emphasized instruction that enhanced learning experiences in regular school. Program effectiveness was determined during a 3-day visit to each program by an evaluation team who used evaluative criteria based on the 11 national goals for migrant education and the objectives listed in the project application. Overall the programs were effective in meeting the various objectives. This report presents the evaluation summaries of the State and the individual projects, the 11 national goals of migrant education, and excerpts from the application for 1977 funds. Included is information on the Puerto Rico and Pennsylvania Liaison Officer, program development, Migrant Teacher/Parent Resource Center, Lincoln Intermediate Unit Pilot Program in Career Exploration, Pennsylvania Model Migrant Project Drop-Out Prevention, Pennsylvania Reading Assessment Test, Totline Tidbits for Parental Development, and Pennsylvania Migrant Education Workshops. (NQ)

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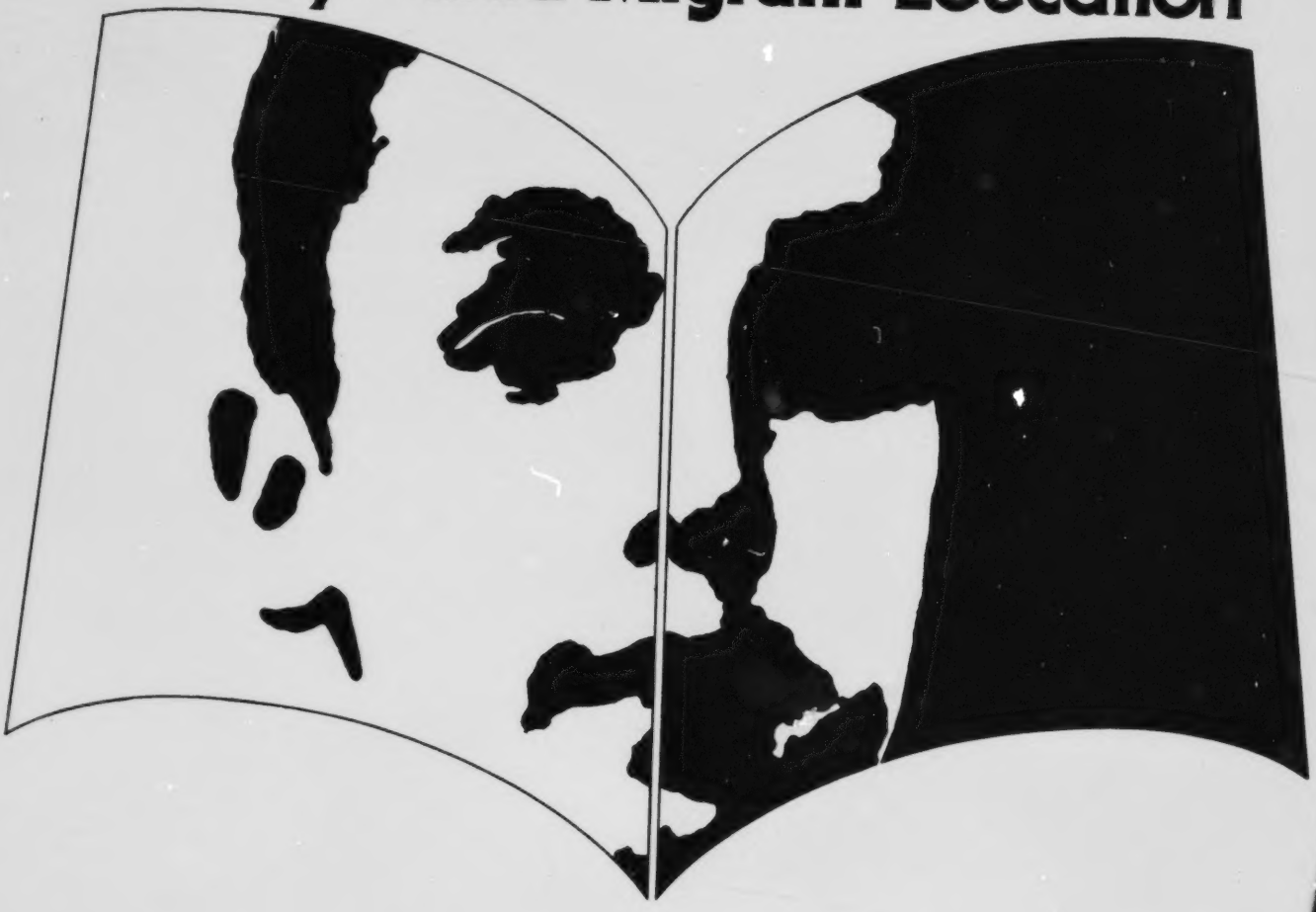
Pennsylvania Migrant Education



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1976 REPORT

ESEA Title I Migrant Education Report

Fiscal Year 1976

State Annual Evaluation Report for Migrant Programs in Pennsylvania

Prepared by
George B. Inskip, Assistant to Migrant Coordinator
Division of Compensatory Programs
Bureau of Special and Compensatory Education
Pennsylvania Department of Education
1976

Commonwealth of Pennsylvania
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Department of Education
Robert N. Hendershot, Acting Secretary

Office of Basic Education
Frank Manchester, Commissioner
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INTRODUCTION

The educational programs were designed to meet the academic, vocational, and social needs of this segment of our population. Supportive services from the many agencies at the local and state level and the cooperation of local school districts were very effective in coordinating the efforts for improving educational opportunities, social, and health, and other services for this very essential work force in our state.

The project reports are based on the visits of an evaluating committee to each site. Criteria used in evaluating the project was based on the Eleven National Goals of Migrant Education and the objectives as listed in the project application.

The efforts of the personnel of the Division of Compensatory Programs, Bureau of Special and Compensatory Education, Pennsylvania Department of Education, Mr. William Dallam, Chief, and Mr. Joseph E. Dunn, State Migrant Education Coordinator, and the Health, Education and Welfare expertise was utilized in the development and supervision of the program.

This report is an overall review of supportive services and educational programs for migrant children. The inclusion of material on proposed program and objectives for 1977 are included as a guide for teachers and administrators for developing programs for 1977.

PART I

STATE SUMMARY

&

GENERAL INFORMATION

The Migrant Population Served by Pennsylvania Education Programs

Pennsylvania is host to a variety of migrant populations which differ greatly in character, depending on such parameters as geographic location, racial and ethnic makeup, and type of farm labor provided. In the past, the classic "Eastern Stream" migrant was predominant through the state. Following the crops north from Florida and Georgia, with all members of the family ready to work the field as soon as possible, the usually black Eastern Stream migrants worked the northern crops from May to October and then returned south to their home states in September and October.

Much of this description has changed in recent years, however. The migrant population has shifted, generally decreasing in number (although scattered counties display minor increases). There has been an increasing proportion of Spanish-speaking workers, especially Puerto Rican and Mexican migrants.

Reports from the migrant site directors indicated an ever-growing population of five-year provisional migrants, particularly in the Puerto Rican community. This trend was most evident across the state where former migrants have found work in the year-round mushroom and food-processing industries.

Our total enrollment for the year 1975-76, according to the Migrant Student Record Transfer System, was 993 migrant students. Withstanding any unforseeable decline in the migrant populations which visit our state, it is predicted that we will have identified approximately 1,700 students for the 1976-77 fiscal year.

In past years, census-taking and enrollment of migrant children has been a sporadic, unsophisticated procedure. Each project assumed responsibility for identifying and enrolling the children who would be served by their project. This method of identifying migrant populations has been ineffectual in locating all those children who are eligible to be served.

For the 1976-77 year, Pennsylvania intends to implement an intensive identification enrollment program. The personnel hired to perform our identification would be available, upon call, throughout the year. A trial implementation of this system in one county, which had previously reported a negligible migrant population, produced over one hundred previously unidentified migrants. On the basis of this trial and other information, we can project a migrant child population of approximately 1,700 for the coming year.

GENERAL INFORMATION

CHILDREN SERVED:

A total of 1,393 children participated in the migrant program in Pennsylvania in 1976. Social workers, local ministers, and project staffs helped identify and recruit children for the project. The Migrant Student Record Transfer System (MSRTS) office staff at Millersville coordinated the efforts of recruitment personnel, assisted state-wide in identification, and processed transfer records.

GRADE PLACEMENT:

In the case of five-year migrants (children who remain in the state for five years), school records were used. In many programs children are grouped by needs, and classrooms are ungraded. All programs employ bilingual teachers so that they can identify cultural and social needs. The programs are designed to allow flexibility in the placement of children as they progress during the program. Records were also utilized from the MSRTS and placed the children at their proper level of achievement.

IN-SERVICE TRAINING:

A four-day workshop was held at Millersville State College in June to prepare migrant teaching personnel for the summer program. At this session criterion reading was stressed. A follow-up session was held in the fall to evaluate the 1976 summer programs and to plan the 1977 program. All programs conducted in-service training for all staff prior to their opening, and weekly staff meetings were held for program development and problem solving.

DISSEMINATION:

In general, all programs used local news media in their public relations. Program directors were eager to communicate with the community concerning various activities by their programs. In several projects rapport was developed with the migrant community through student newspapers and bulletins. The local projects developed circulars and brochures which were distributed locally and state-wide explaining the migrant program. The State Coordinator of Migrant Education and his staff participated in forums and meetings held throughout the state. A film, "Children of the Harvest", was utilized in many localities. The Millersville staff made a television presentation on migrant education.

COMMUNITY INVOLVEMENT:

Attempts were made by all project personnel to involve migrant parents in program activities. Most were successful in getting parents to participate, either directly or indirectly. Parents were willing to serve as chaperones of field trips, supervise the playground or participate in school open-houses or family parties. The formation of a parents' advisory board by one program looks very promising. Many programs sponsored parents nights, rummage sales, and other activities. Community involvement continues to be an objective of all projects.

Every project was also able to obtain volunteer services from the community. Church groups were especially active in offering assistance in various activities. Service clubs and other organizations participated in providing recreational activities.

PROGRAM EFFECTIVENESS:

The eleven national goals of migrant education were used in the determination of the program effectiveness. All programs were evaluated on the local objectives based on the national goals. Attached to each program there is a report on each program's effectiveness according to the evaluation team. Comments are made concerning the program in relation to meeting the goals. Program effectiveness is also measured by response of the communities, public school acceptance, and achievement of the children. The MSRTS shows test results and other achievement records of the children. Information was also used such as letters to homes, workshop programs, and field trips to measure the effectiveness of the program. The development of learning stations and the language approach to teaching reading was very effective.

PROGRAM INTEGRATION:

All programs were specifically designed as summer programs that emphasize instruction that would enhance learning experiences in regular school. In the few projects that had youngsters remaining and attending regular school, solid cooordination existed between the summer program and the regular school program in order to allow a smooth transition. Updated records and progress reports were utilized when the transfer took place. Social workers and records clerks visited the schools explaining the MSRTS and updating the regular school personnel on the achievements of the pupils during the summer program.

STAFF UTILIZATION:

Teacher aides were employed to assist teachers in general instructional activities. Their duties included assisting with individual instruction and tutoring, supervising field trips and playground activities, and general "housekeeping" duties deemed necessary by teachers.

Some projects utilized adult and teenage volunteers from the community who performed such activities as supervising lunch duty, playground and field experiences. Most volunteers were from church organizations. All teachers were certified, and most taught in the areas of their educational specialization. Each program provided staff with administrative leadership, while several employed full-time social workers and counselors. Health services increased in 1976. All projects employed full-time or part-time nurses.

Bilingual Education

Curriculum Development

As a means of supporting each program's autonomy, the curriculum development for the migrant education program is briefly explained.

Several programs such as Chester County Intermediate Unit, Central Susquehanna Intermediate Unit, and Millersville State College, Lancaster project have developed program objectives. This is the first step towards developing their own curriculum. The program provides what the children need after assessments have been made. Therefore, in some cases, every year program goals may vary.

The following sketch demonstrates "a skeleton or outline" that teachers developed during their program's in-service workshop. This is a brief outline which will be subject to change upon meeting with teachers from these programs. Details of the objectives have been omitted.

Chester County Intermediate Unit
New Garden Elementary School
Kennett Square, Pennsylvania

Components:
- Preschool
  - a. Language development
  - b. Social orientation
  - c. Physical development
  - d. Cultural activities
- Grades 1-3
  - a. Reading
  - b. Mathematics
  - c. Culture
- Grades 4-9
  - a. Career/community development
    - -oral language development
    - -reading skills
    - -recreation
    - -hygiene
    - -mathematics

Central Susquehanna Intermediate Unit
Lewisburg, Pennsylvania

Since the cultural composition of the migrants vary from each campsite, the objectives are divided into three campsite locations.

I. Seasaltz campsite

A. Math
B. Career development
C. Self-awareness
D. Cultural awareness

II. Wehry campsite

A. Cultural component
   1. Math
   2. Nutrition/health
   3. Reading

III. Mainville campsite

A. Cultural development
B. Communications skills
C. Math

Millersville State College
Lancaster, Pennsylvania

I. Cultural component

II. Community awareness

III. Language skills

IV. Recreation/appreciation of the arts

Reading Program - RIF

This was the third year for the RIF component of the Pennsylvania Migrant Education Program. The distribution was smaller this year due to increased costs of bilingual texts. However, early research this year may prove to be even more beneficial. The 1977 program will be explained further.

The following statistics will explain RIF since its inception in 1974.

	Approx # children rcvd books*		
	1974	1975	1976
Abington Heights School District	55	60	65
Centennial School District	147	200	200
Central Susquehanna Intermediate Unit	50	37	65
Chester County Intermediate Unit	125	118	150
Cheyney State College	50	67	80
Lincoln Intermediate Unit (3 sites)	200	199	250
Millersville State College (3 sites)	20	50	220
Northwest Tri-County Intermediate Unit	17	60	65
West Chester Area School District	125	150	200

* not all children enrolled on the Migrant Student Record Transfer System received books

1974	1975	1976
3,660	3,716	3,791

The chart above shows the total quantity of books distributed each year.

Future Planning for 1977

RIF

The following categories of texts will be the concern for next year's RIF program: hobbies/crafts, comics, career - King Features Comics, concepts - pre-schoolers, culture, and stories/fables.

Each program will receive texts in each of these categories as a means of offering a cross section of materials related to the curriculum of each program. These texts will be bilingual (English/Spanish) and reading kits will be available.

Staff development

Based on the November 1976 workshop, the following strands will be developed in order to offer college credits (undergraduate, graduate) for our spring in-service. Course descriptions, consultants, and other details are at an early planning stage at the moment.

Instructional: Arts and crafts
Games and songs

Individualized classroom
-diagnose and prescribe
-organizational procedure
-classroom management
-learning station

Reading/language arts
-techniques
-monolingual and bilingual
-materials
-assessments (pre and post)
-games

Math - individualizing (primes)

Vocational Education Careers - how to develop a program

Recreation
-cultural enrichment trips
-nature outreach
-swimming

Supportive Services: Interagency cooperation - a utilization of volunteers

Recruitment
-identification
-geographic location
-resource contacts
-how to increase numbers

Counseling
-family counseling
-student counseling
-research to be done

Needs assessment - psychological

MSRTS for nurses

Production - making games, etc. should pertain to the actual project needs

Health: Nutrition

Dental

First aid

Hygiene

Medical

Methods and techniques comes under each topic

Consolidation depends on the curriculum developed by nursing team

Administration: Legal
-changes in laws
-insurance liability

Fiscal

Staffing

Program account

Recruitment

Evaluation

Parental involvement - interagency coordination

Budgeting

Human relations, staff relations

Local projects are required orientation for beginning personnel in Migrant Education

*Culture: Transculturalism

*MSRTS: Include the history of migrant education

Open to discussion

*Community Relations: Parental involvement

Interagency coordination

Other citizen involvement

Human relations techniques - values clarification

* Included as separate strands, as general sessions

The Migrant Student Record Transfer System

Enrollment of children on MSRTS has made statistical compilations possible for the first time. These statistics serve to (a) make comparisons of services rendered from year to year, and (b) determine the size, ages, and ethnic composition of our migrant children.

This summer saw an increased MSRTS enrollment; almost 400 students over last summer (931 for summer 1975 vs. 1,325 for summer 1976). We are noticing an ever-increasing shift in the ethnic background of our migrants away from Anglos and Blacks toward Hispanics. Now that a full 83% of the migrant children entering Pennsylvania come from Puerto Rico or Mexican-American parents, migrant education must gear itself more and more toward bilingual/bicultural instruction.

The annual Activity Report from Little Rock, Arkansas reflects the increase in services provided to our children over the past two years. Innoculations, vision and dental screenings, and other health services increased more than 25% this year. More reading tests were given and more special interests and special programs were recorded. All this increased activity demonstrates that better and more complete services are being offered to our migrant children each year.

MSRTS operations were extended into the regular school system this fall. Cloze Procedure Test results were offered as a means to better place new students into reading classes or bilingual education courses. School nurses were apprised of health services performed this summer through the data recorded on the Medical Form. It is expected that the information recorded onto the Transfer Forms and Medical Forms by the schools will save time and money in our summer migrant programs.

The breakdown for summer enrollments by project is as follows:

Abington Heights School District	- 46
Centennial School District	- 215
Central Susquehanna Intermediate Unit	- 37
Chester County Intermediate Unit	- 143
Cheyney State College	- 80
Lincoln Intermediate Unit	- 188
Millersville State College	- 272
Northwest Tri-County Intermediate Unit	- 82
West Chester Area School District	- 274

Testing

A Cloze Procedure Test, specially adapted for migrant children, was administered in the migrant education programs this summer. All projects were requested to give the test to school-aged children in order that some uniformity of evaluation could be reached.

A total of 554 students were tested in seven projects. The most dramatic gains appeared for the children who took both a pre- and post-test. The table below shows these results.

PROJECT	Project 1		Project 2		Project 3		Project 4		Project 5		Project 6		Project 7	
Test	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.
Level 1 Pre	9.50	12	8.00	17	12.58	19	1.80	25	12.60	5	0.00	1	6.71	7
Level 1 Post	10.92	12	14.47	17	13.74	19	10.52	25	17.20	5	3.00	1	15.57	7
Level 3 Pre	15.00	9	18.18	11	15.00	18	12.71	7	15.00	2	7.00	1	17.80	5
Level 3 Post	14.67	9	19.36	11	17.72	18	18.57	7	19.50	2	15.00	1	19.40	5
Level 5 Pre	19.94	34	15.50	2	19.55	20	15.42	12	16.25	4	18.75	1	15.73	11
Level 5 Post	20.53	34	20.00	2	23.15	20	22.25	12	17.25	4	22.00	1	20.64	11

The table, in effect, demonstrates that our children did experience reading gains as a result of their participation in the summer migrant programs.

Migrant Teacher/Parent Resource Center

To further enhance the staff development plan of the Pennsylvania Migrant Education Program, there has been the establishment of the year-round Migrant Teacher/Parent Resource Center. The focal points of the Center will be to:

-secure audio-visual materials pertinent to classroom needs,
-distribute instructional and non-instructional materials appropriate for the migrant children,
-obtain adequate quantities of materials related to the cultural background of the children being taught,
-provide fundamental staff development and teacher training for the migrant program, and
-provide program planning in the areas of testing, curriculum, in-service, materials purchasing, etc.

Through the establishment of the Center the hope of the Pennsylvania Migrant Education Program is the development of innovative ideas in teaching and curriculum, and also the Center is seen as a showcase for visiting migrant teachers and migrant personnel.

As the Migrant Education staff is served, it is hoped that all those teachers in public school districts who have contact with migrant children and wish to better serve them will also visit the Center.

As a means of meeting the curriculum needs, the following content areas can be explored at the Center:

-career/pre-vocational/vocational/agri-business education
-health and nutrition education
-cultural education and enrichment
-early childhood education/parent education
-language development/language arts
-mathematics
-testing and diagnosing
-migrant adult education/curriculum design
-staff development and teacher training
-physical education
-multilingual/multicultural education
-enrichment through creative arts and the humanities.

RESPONSIBILITY OF STATE AGENCIES FOR MIGRANT PROGRAMS

This section of the report relates to the responsibilites of the different departments of state government in dealing with the welfare of migrants. The agencies' functions are outlined so that program concerns can be referred accordingly.

Bureau of Human Resources

The Department of Community Affairs, Bureau of Human Resources was designed by the U. S. Department of Labor as the prime sponsor to operate the 1976 CETA Title III Section 303 Migrant Program in Pennsylvania. The purpose of this program is to provide manpower and supportive services for those individuals who suffer chronic seasonal unemployment and under-employment in the agricultural industry. The program has two primary goals -- provision of services to improve conditions for seasonal farmworkers who wish to remain in the agricultural labor market and provision of services for seasonal farmworkers who wish to seek alternative jobs to seasonal farmwork.

The range of available services includes health services, emergency assistance, referrals for housing, referrals for manpower training and placement, transportation to and from public and private services agencies, adult basic education -- ESL classes, driver training, day care services, relocation assistance, work experience and legal services.

The Department of Community Affairs is providing the overall coordination for the program. The remaining money has been subcontracted to the following agencies to provide the services listed above:

> Farm Labor Services Center, Pennsylvania Council of Farm-workers, Pennsylvania Council of Churches, County of Chester, Pennsylvania Department of Health, Greater Erie Community Action Committee, Adams County Community Action Agency and Economic Opportunity, Council of Berks and Reading.

This program began on February 1, 1976 and will operate until January 31, 1977.

Department of Education

The Department of Education provided educational opportunities for school-aged children during the migrant season. Additionally, local school districts are required by the School Code to enforce school attendance laws that provide that school-aged migrant children who are in a district during the normal school year must be enrolled in and attend school in the district in which they are residing. Problems arising from enforcement of this law should be referred to the PDE.

The expertise of the State Department personnel was utilized in the preparation of project applications and in in-service workshops. Super-visory staff evaluated the programs.

Department of Environmental Resources' Activities

After nearly a year of inactivity due to the suspension of our migrant labor program, we once again are involved in the implementation of an inspectional and licensure program in migrant labor camps. This was made possible by a line item designation in the current budget by the Legislature.

As of October 4, 1976, 147 camps have been inspected and issued permits. These camps have an approved occupancy of 3,552 migrants.

Arrangements are currently being made to begin investigations in "camps" being operated in conjunction with the mushroom industry.

Department of Public Welfare

Listed below are the services available to migrant workers under the public assistance program.

Non-resident migrant workers (3150.1) may be entitled to money payments from the Department under certain conditions:

1. To return to his home State or to a State where he plans to establish his residence (3152).

   The person must have a plan for self-support that is real and immediate and must provide sufficient information about these plans to assure the CAO of the validity of the plan or to enable the CAO to secure proper verification of the plan from the other state.

   The person is eligible for a one-time grant while waiting for the required verification. The payment covers only the number of days needed to clear the information to a maximum of seven days.

   The amount of the payment is arrived at by prorating the county's maximum monthly assistance allowance for the number of people in the family for the number of days they are eligible.

   When the facts are verified, the family is entitled to a grant to reach their destination. This grant includes money to provide for the actual minimum cost of transportation, food at $2.00 a day per person while traveling and for one day after arrival plus money for lodging if needed.

2. To meet the basic living needs while he is temporarily unemployed.

If the non-resident migrant is temporarily unemployed for reasons over which he has no control, e.g., maturiy of crop delays harvesting or general weather conditions interrupts work, the migrant and his family may be eligible for a one-time grant while the facts are being verified. If the facts show that he will definitely be employed when the conditions beyond his control no longer exist, additional one-time grants may be authorized until the migrant gets his first pay.

3. Other benefits as a result of receiving a money payment.

A migrant and his family receiving a money payment may also be eligible for burial payment (3720), Food Stamps (3750), all medical services (9200) and social services (3710).

Non-resident migrant workers (3150.1) who do not receive a money payment may be entitled to the following benefits:

1. Medical Services

If otherwise eligible, migrant workers and their families may receive services when there is an emergency medical need because of an accident, acute illness or termination of pregnancy (9221).

The migrant worker's children attending public or private school in Pennsylvania may be eligible for medical, dental or surgical care for those conditions disclosed on the school records as requiring treatment (9810).

2. Food Stamps

The migrant and his family may also be eligible for Food Stamps. Citizenship, duration of residence or intent to remain in the country or state are not eligibility factors (3752.1).

3. Social Services

The migrant and his family may also be eligible for social services (3710).

Resident migrant workers (those workers who are not from another state or those workers who entered Pennsylvania as migrants and have decided to become residents) are eligible for the same assistance and services available to other Pennsylvania residents.

Department of Revenue

The Department of Revenue's Personal Income Tax Bureau, after receiving a listing of the crew leaders operating in Pennsylvania, will contact the crew leaders to review laws and regulations relating to Pennsylvania Income Tax provisions for reporting to the Bureau. Field investigators will perform random checks to ascertain adherence to the tax laws and regulations. Crew leaders will be responsible, as will growers, for listing all migrant workers employed on their farms and including workers' social security numbers.

Pennsylvania State Police

In 1976, as in a number of past years, the Pennsylvania State Police has assisted the Department of Environmental Resources in the performance of one of its functions via periodic visits to Migrant Camps to insure that a State Agency is making periodic contacts with migrant workers and migrant camp owners. These visits also permit our personnel to make a cursory inspection as to the physical conditions of such Migrant Camps.

In the course of providing this service, the Department of Environmental Resources is informed when an apparent violation is noted. While we anticipate continuing to provide this service and informing the Department of Environmental Resources when an apparent violation is noted, we are in the process of formulating an "agreement of Representative Status" between our Department and the Department of Environmental Resources for the purpose of clarifying areas of authority and responsibility.

In addition to the Pennsylvania government agencies which deal with migrant problems, the Pennsylvania Catholic Conference and the Pennsylvania Council of Churches serve the migrants in many ways.

a. Pennsylvania Catholic Conference: The Pennsylvania Catholic Conference is committed to work for better living and working conditions of migrant farm workers in Pennsylvania. While the conference has no Migrant Ministry Department as such, it is extremely interested in the plight of the migrant worker. In this respect the conference is dedicated to seek legislation which will be beneficial to the betterment of those conditions under which the migrants work and live in Pennsylvania.

   The conference has joined a coalition comprised of organizations interested in better conditions for migrants. In addition staff has visited camps in an effort to become better informed.

   The conference has made releases to the legislature and the public deploring the conditions surrounding migrants in Pennsylvania.

   A staff person is a member of the Advisory Council to the Governor's Interdepartmental Committee on Migrant Labor.

   Catholic dioceses continue to provide immediate spiritual and religious care to migrants and their families. They render other services such as counseling and assistance to those migrants who wish to settle out of the migrant stream. They are interested in day care programs for children, social services, education, health care, recreation, etc.

   In some dioceses there are Spanish Apostolates which, in addition to their other functions, deal directly with Hispanic Migrants in language instruction and many other special services.

b. Pennsylvania Council of Churches: There are approximately 4,500 migrants in the Pennsylvania stream this year. The bulk of the migrants reside and work in the fruit and tomato belts (south central and northeastern sections of the state).

   There are 18 chaplains serving 23 counties. Three of these chaplains are serving in Adams County, two of which are bilingual (Spanish and English). In the Twin County area the chaplaincy program is being conducted under the leadership of local laypersons. They will see that there are church services and Bible study conducted in migrant camps and Christian literature distributed among the migrants. They will also assist the Susquehanna Human Services Program with social and health services.

This year the Commission on Town and Country Ministries, The Eastern Pennsylvania Conference of the United Methodist Church, contributed $2,500.00 toward the Migrant Ministry, Pennsylvania Council of Churches. The contribution was designated to be allocated within the territory of the Conference. The monies were distributed to the local migrant ministry committees in the following counties:

Berks	-	200.00
Chester	-	$1,200.00
Lancaster	-	400.00
Lehigh	-	200.00
Northampton-Monroe	-	250.00
Twin	-	250.00

Statistical facts in Pennsylvania in 1976:

-about 200 representative workers were active in Local Migrant Ministry Committees in 16 areas serving 25 counties.
-more than 380 volunteers participated in the Pennsylvania Migrant Ministry Program.
-the chaplains and Migrant Director travelled some 30,000 miles to and from the camps during the year.
-the chaplaincy staff visited over 200 migrant homes during the season.
-the chaplains accompanied some 300 persons to clinics and hospitals.
-the chaplains took over 150 persons to Public Welfare and other social agencies.
-the chaplains and volunteers distributed more than 2,000 Bibles and portions of Scripture to migrants.
-the chaplains gave out some 750 Social Security information booklets.
-the chaplains and volunteers distributed more than 1,200 health kits in the camps to adults and children, 56 layettes as needed, 21 sewing kits, over 400 blankets where needed, as well as 18 first-aid kits.
-through the local committees tons of clothing was provided or sold in thrift sales to the migrants.
-through the Susquehanna Human Services Program 369 migrants were given 1218 services.

CONTACT FOR MIGRANT PROBLEMS

Department of Community Affairs: Diane M. Dubousky - 717/787-1984

Department of Eduucation: Joseph E. Dunn, State Migrant Coordinator
717/787-7135
George B. Inskip, Assistant to the Coordinator
717/642-8925
Manuel Recio, Puerto Rico & Pennsylvania Liaison
Officer - 717/872-5411
Michael Reed, Coordinator MSRTS - 717/872-5411
Nydia Flores, Migrant Education/Bilingual
Specialist - 717/872-5411
Jean B. DiSabatino, Program Specialist
717/872-5411

Department of Environmental Resources: 717/787-2450

Department of Public Welfare: 717/787-1870

Department of Revenue: 717/787-8251

Pennsylvania Catholic Conference: 717/238-9613

Pennsylvania Council of Churches: 717/545-4761

Pennsylvania State Police: 717/787-2541

PART II

INDIVIDUAL PROJECT SUMMARIES

27

Evaluation of 1976 Summer Migrant Programs

The following project summaries are based on a three-day visit to each migrant educational program by an evaluation team. During the first day an orientation meeting was held with the key personnel. At this meeting the program objectives were outlined for the committee. The second day the team visited the different areas of the program using the Eleven National Goals and the local objectives in determining the effectiveness of the program. The third day the committee reviewed the evaluation with project personnel. A copy of the report was given to the project director and the state director. The summaries that follow are the same as given to the state and project directors.

State Evaluation Team:

George B. Inskip, Chairman
R. D. #1
Fairfield, Pennsylvania 17320

Callie Aderson
1805 N. 59th Street
Philadelphia, Pennsylvania 19151

Inmaculada Behr
2209 Kensington Street
Harrisburg, Pennsylvania 17103

Robert Cieless
105 Greenview Drive
West Chester, Pennsylvania 19380

Kenneth Stoltz
5211 Royal Drive
Mechanicsburg, Pennsylvania 17055

William Shoemaker
Bendersville, Pennsylvania

The team was chaired by George Inskip, Assistant to the State Coordinator He has been associated with Migrant Education since 1962 when he was Assistant County Superintendent of Schools. In 1971, he was Federal Program Specialist for Lincoln Intermediate Unit #12 when he supervised migrant programs in Adams and Franklin counties.

Callie Aderson, a business education teacher in the Philadelphia public schools, is a doctoral candidate in the Temple University Vocational Education Administration program. She has also had several years experience as a monitor in the Pennsylvania Migrant Education Program.

Inmaculada Behr, from Harrisburg, is a native-born Spaniard who teaches Spanish at a Catholic High School in Mechanicsburg. Her insights and perceptions have been a real asset to the migrant program for several years.

Robert Cieless, from West Chester, is currently Reading Department Chairman in the West Chester School District. Bob brings to the program his six years of experience with the Migrant Education Program as a teacher, monitor, and evaluator.

Kenneth Stoltz, from Mechanicsburg, is presently teaching Spanish at the Boiling Springs High School. His previous experience with the Migrant Education Program consists of three years as a monitor for the Adams and Franklin county sites.

William Shoemaker, from Bendersville, is currently head teacher of an elementary school in the Upper Adams School District. Bill has had experience teaching migrant children in his district.

Calendar of Visitation by Evaluation Team

Abington Heights School District	-	August 9, 10, 11
Centennial School District	-	July 7, 8, 9
Central Susquehanna Intermediate Unit	-	August 23, 24, 25
Chester County Intermediate Unit	-	July 26, 27, 28
Cheyney State College	-	July 12, 13, 14
Lincoln Intermediate Unit	-	August 1, 2, 3
Millersville State College	-	August 4, 5, 6
Northwest Tri-County Intermediate Unit	-	August 16, 17, 18
West Chester Area School District	-	July 19, 20, 21

Abington Heights School District
Clarks Summit, Pennsylvania
(Lackawanna, Luzerne, and Wyoming counties)

I. Administrator of Grant: A. William Vantine, Superintendent
Abington Heights School District
Clarks Summit, Pennsylvania 18411

II. Project Director: Gary Steier
Abington Heights School District
Clarks Summit, Pennsylvania 18411

III. Supportive Services: School nurse
Social worker

IV. Testing Program: Botel
Cloze Procedure Test
Informal Reading Inventory
Phonics Inventory
Wepman Test

Background Information

The Abington Heights summer migrant program consists of two sites. One is the Newton Ransom Elementary School which is in the Abington Heights School District of Lackawanna County. The second site is Ross Elementary School of the Lake Lehman School District in Luzerne and Wyoming Counties.

The enrollment at Newton Ransom Elementary were Black Americans who migrated with their families from the southeastern section of the United States. The enrollment at Ross Elementary were of Mexican-American origin who migrated from the Florida area.

Agriculture in the area consists of vegetable crops. Tomatoes are the most prevalent crop although pickles, cabbage, and other vegetables are also grown. Due to the smaller size of farms and fields in the area, mechanization is not practical for the harvesting of these crops. Migrant families come to pick tomatoes and a few of the smaller vegetable crops.

Growers from the area provide housing for the migrant families in the form of labor camps. Most camps provide housing for approximately 75 persons.

Curriculum Report

The State Evaluation Team, on August 10, 1976, observed and evaluated all components of the Abington Heights Migrant Education Program. Following is a listing of the specific curricula observed at the two project sites:

1. Pre-school/kindergarten
2. Language arts/reading
3. Mathematics
4. Vocational education (industrial arts, home economics)
5. Physical education/swimming
6. Music and art
7. Health education
8. Cultural enrichment
9. English as a Second Language

The pre-school/kindergarten segment of the program was well organized and reflected a very positive educational situation. Instructional material in this area was especially impressive along with the technique and tone set by the teacher. The language arts/reading component of the program was handled by the individual classroom teachers. The language experience approach was the dominant delivery system in this area. In addition, the abundance of supplementary material in this very important discipline allowed tremendous flexibility for a multi-faceted approach. Also, since a reading specialist was available to both sites, diagnostic information relating to specific strengths and weaknesses was readily handy to all project personnel. Instruction in math was provided through programmed material, individual kit activities, and the more traditional mathematical approaches. The industrial arts/home economics aspect of the program was looked upon most favorably by the State Evaluation Team. Co-ed instruction was offered in such areas as sewing, carpentry, and beginning arts and crafts. In addition, some of the project materials constructed were to be sold at a local shopping center. Organized physical education/swimming was given to all students in the project. All activities were instructionally oriented, and handled by the certified personnel. Music and art was handled matter-of-factly in the classrooms. Instruction in these areas was supportive to the overall educational program. Health education was viewed most positively by the Evaluation Team. Units in nutrition, personal hygiene, dental hygiene, etc. were essentially very strong and offered distinct benefits to the migrant children involved in the project. The cultural enrichment aspect was considered a highlight by the Evaluation Team. Project staff emphasized a week of cultural activities, centering around the German, Italian, Polish, Oriental, and American cultures. English as a Second Language was considered a main segment of the curriculum at the Ross Elementary School. This was mainly due to the majority of Mexican-Americans which make up their particular migrant population at that site.

Field Trips and Cultural Activities

The field trips and cultural activities at Abington Heights were well planned and reflected good planning by the staff. The ethnic studies for the different cultural groups developed a better understanding of the pupils' heritage and an appreciation of the culture of others. The occupational studies segment developed a better understanding of various work activities. The following outline details the various activities and related studies to this component of migrant education.

Ethnic Studies Week Activities: August 16 - 21

Newton Ransom School: (All black students)

1. The study of black history via discussion groups, role playing, art projects, filmstrips, and the use of the Black Studies Kit.
2. The study of and student preparation of soul food and other nutritional ethnic meals.
3. The viewing of ethnic movies.
4. The study of famous black people. The children will play "Guess Who", a game involving the identity of famous blacks. A mural about famous blacks will be made.
5. A music day will be held during which students will study black music. The students will listen to early types of black music and actively participate with the songs.
6. As a culmination activity, Friday is designated as Black Pride Day. On this day the students will: review the events of the week, display projects and murals, sing black songs and listen to black folktales, and dance to music by black musicians, etc. Parents will be invited to participate in these activites.

Ross Elementary School: (All Mexican-American students)

1. The students will study Spanish customs and arts.
2. Pinatas will be made by the students.
3. The students will study and prepare nutritional ethnic foods such as tacos, cornbread, etc.
4. Plan and hold a fiesta.
5. The students will be served meals from different countries each day.

Newton Ransom Ethnic Week Menu:

August 16 - German: Sauerkraut and weiners, mashed potatoes, gingerbread

August 17 - Italian: Ravioli, Italian bread, tossed salad, sherbert

August 18 - Polish: Potatoe pancakes, syrup, butter, cole slaw, apple-sauce, krischickeys

August 19 - Oriental: Creamed chicken on rice, peas, stuffed celery, cake

August 20 - American: Hamburgers, french fries, cookies, etc.

Occupational Studies Week

During this week students will study various occupations. Field trips will be taken to local business places such as: the RCA Plant, Topps Chewing Gum, and the area's Vo-Tech School. The children will also start a small business of their own by making various crafts (paper weights, rope hangers, cigar tube vases, etc.) and selling them at the local Mall. Profits from this endeavor will be divided up among the children and spent as they see fit.

National and Local Objectives

The staff at the Abington Heights summer migrant program is to be commended for their dedication to the migrant children involved with the 1976 project. In reviewing both the local and national objectives, and after having observed the various components of the project, it has been concluded by the State Evaluation Team that the needs of the children are being met. The program is indeed operated with the local and national objectives being followed. The program narrative includes a long list of local objectives that deal with the instruction in basic communication skills, mathematics, personal hygiene, physical fitness, proper nutrition, and cultural heritage. Through our observations we observed many fine programs in which the children are given a variety of experiences in all of the areas mentioned in the curriculum report. The program is certainly helping develop a healthy self-concept. The children seemed extremely enthusiastic throughout the day, during all facets of the program. The staff is to be complemented for having created such a fine list of thorough local objectives, and for following those objectives so well.

In reference to the Eleven National Objectives, again we were most impressed with the dedication of the staff in striving to fulfill the goals created at the national level. Many of the local and national objectives are quite similar, especially those objectives that deal primarily with academics. The success of the project academically has already been discussed with the local objectives report. The national objectives not dealing with academics include such items as proper recruitment of migrant children, parental involvement, health and social services, the use of aides, testing program (pre-post), the in-service of staff, utilization of available resource funding, and again the idea of working to create a positive self-image for each child. We are pleased to report that all of the non-curriculum objectives are also in the process of being fulfilled.

In conclusion, we were most impressed by the love and dedication of the staff towards the migrant children. The summer program will be filled with many rewarding experiences for those involved.

Recommendations

1. Increased use of learning center activities as a supplement to the curriculum.
2. Increased use of the consumer approach in the area of math.
3. Increase the career awareness segment of the vocational education component.
4. Greater involvement of agencies in preliminary planning in order to meet the implimentation of National Goal VI.

Commendations

1. Many fine manipulative materials available in the classroom.
2. Teachers should be commended for their artistic and creative talent.
3. Diagnostic testing program for determining specific strengths and weaknesses is very thorough.
4. Wide variety of instructional materials.
5. Teachers should be commended for the instruction offered during mealtime, emphasizing such activities as proper utilization of utensils, proper etiquette, etc.
6. Ethnic and occupational week were looked upon as very positive educational components of the total project.
7. Project staff and administration should be commended for their increased involvement in vocational education.
8. Utilization of community resources for occupational and ethnic week was looked on most favorably.
9. Implementation of a health education component was an additional strength to the overall project.
10. Food is outstanding.

Project Staff Comments

The Abington Heights migrant staff feels that the overall effectiveness of the state testing program and the Migrant Student Record Transfer System is not meeting the needs of their program.

Centennial School District
Warminster, Pennsylvania
(Bucks County)

I. Administrator of Grant: Arnold Lindley
Title I Coordinator
Centennial School District
Warminster, Pennsylvania 18974

II. Project Director: John P. Brady
William Tennent Senior High School
Warminster, Pennsylvania 18974

III. Supportive Services: Two bilingual social workers
Child welfare
Juvenile court
Department of Health
Bucks County Community College
Today Drug Rehabilitation
O. E. O.
Youth Employment Program
4-H

IV. Testing Program: The basic outline for the testing program was suggested by the Millersville staff. In addition, the Carrow Test and also the math portion of the Wide Range Achievement Test were used.

Background Information

The migrant population of the project is principally Spanish speaking/ Puerto Rican. Many migrant workers have found year-round employment in local nurseries and greenhouses. Some cross over into New Jersey to work in tomatoes and other agricultural work. Locally they work in strawberries, beets, and other garden vegetables. The term "staygrants" has been applied to approximately 90% of the expected 220 children to be enrolled in the Centennial program because of their parent's ability to find employment in the Warminster and nearby New Jersey areas.

The Puerto Rican community in Bucks County has been growing steadily for a number of years with the fathers of many Puerto Rican families returning to Puerto Rico each winter to bring more members of the family to the area. Still the total percentage of Spanish pupils in Bucks County is rather small, at about one and one-half percent.

Curriculum Report

The curriculum of the Centennial School District summer migrant program involved the following areas:

1. Language arts/reading
2. Pre-school/kindergarten
3. Mathematics
4. Industrial arts
5. Career education
6. Consumer education
7. Special education
8. Art
9. Swimming activities
10. Health education
11. English as a Second Language (ESL)

Each area of the curriculum was evaluated by the State Evaluation Team on Thursday, July 8, 1976. Each academic discipline contained objectives which seemed practical and attainable. The thrust of the curriculum was geared to the language arts/reading and math. The pre-school/kindergarten program was varied and showed a great deal of planning. Of particular note was the industrial arts program, which would have to be termed a highlight of the Centennial Summer Migrant Program. Other extremely positive aspects of the program included art, and its close relationship with the industrial arts program, health education, and career education. The implementation of a special education program for migrants with learning disabilities was also viewed as an integral part of the total Centennial program. The addition of a librarian and her involvement with the total curriculum was also viewed most favorably. Lastly, the ESL segment of the curriculum will obviously fulfill its objective of improving communication skills, not only through the curriculum aspect of the program, but also through the dedication and hard work of the teachers involved.

Field Trips and Cultural Activities

The following field trips and cultural activities were conducted in order to acquaint children with work opportunities and to develop an appreciation of their cultural heritage.

Pre-school:
- Showboat
- New Hope Ivyland Railroad
- Delaware Valley Agricultural College Dairy Farm
- Pizza Hut - make and eat their own pies
- Warminster Fire Department

Elementary and Junior High:
- Independence Mall and colonial section of Philadelphia
- Museum of Natural History
- Mercer Tile Works
- Bucks County Community College
- Willow Grove Naval Air Base
- Factories in area to see assembly lines
- Children's Theatre
- Community libraries
- Police station
- Gas stations
- Franklin Institute
- Philadelphia Zoo

Medical Program

As part of the medical program for the children this year, the program worked as closely as possible with the local medical center. The center is certified for the Early Prevention Screening Diagnostic and Treatment Program. This program, as its title indicates, provides for good, on-going, in-depth medical care, including immunizations, and a large percentage of the children are in this program.

Rather than duplicate medical programs, it was decided to cooperate and share information in order to provide the best program for the children.

Any child who attends the migrant program who is not in the EPSDT program, or who does not have another physician, or who does not appear to be receiving good medical care, will be screened by a doctor at the local medical center on a per child basis.

On-going meetings with the nurses, out-reach workers, and Family Nurse Clinician of the Medical Center in order to facilitate exchange of information will be conducted.

The above design would appear to offer the best way to assure a quality medical program for the children and, at the same time, eliminate needless, expensive, re-duplication of medical services.

National and Local Objectives

The director and staff of the Centennial Migrant Summer School are to be commended for implementing their program to the eleven national objectives and the objectives set up at the local level.

The local objectives include:

1. To accomplish the identification and enrollment of migrant children and youth in Bucks County.
2. To develop programs of instruction in the academic disciplines of reading, math, and English as a Second Language, according to the local assessed needs of migrant children.
3. To provide activities designed to advance the migrant child's social growth and group interaction skills.
4. To provide a supplementary program of instruction to improve the occupational skills of migrant youth.
5. To provide services in the areas of medical, dental, nutritional, and social services for the project migrant children.
6. To provide for the active involvement of migrant parents in the local migrant education project.

7. To provide student records for the interstate Migrant Student Record Transfer System.

8. To provide opportunities for and the scheduling of pre-service and in-service education for staff members in an effort to improve and upgrade the use of innovative and effective teaching techniques.

9. The primary duties of the teacher aides will be to be available for student assistance, especially to the Spanish speaking children.

10. To provide an outlet for expression by the students and at the same time teach proper use and respect for tools of all kinds that will be used by everyone at some time or another in later life.

Through observation, it was obvious that the program is providing the children with the opportunity to strengthen their academic abilities in reading, math, and English as a Second Language. Also, developing a positive self-image and awareness is one main objective. Other facets of the program include: career education, parental involvement, health and social services, the use of aides, field trips, utilization of available resource funding, and consumer education.

The program is following all guidelines in identifying and enrolling migrant children. The teachers are following the testing programs recommended at the state level.

The staff has been involved in various in-service programs this year and demonstrated throughout the entire observation a great deal of love, empathy and respect for the migrant children.

Recommendations

1. The addition of a home economics program to go with the very strong industrial arts program.

2. The addition of organized physical education, along with the hiring of a certified physical education instructor.

3. The thrust of the swimming activities from a recreational nature to a more instructional mode for those students in need.

4. For the future, the possible expansion of the career education program to include possible demonstrations, lectures, etc., utilizing volunteer staff from the area Vo-Tech School.

5. The scheduling of the swimming activities to the early afternoon, if possible.

6. The expansion of the Occupational Education program to the lower grade levels with the involvement of such community agencies as police, fire, ambulance, etc.

7. Consumer education should be included in the math curriculum.
8. Table manners should be encouraged during the meals.
9. Utilization of the Intermediate Unit's Film Library for materials.
10. Program should employ the study of art, music, and dance of other cultures.
11. Need for increased health services for 10% of students that are not enrolled in regular school.

Commendations

1. Students displayed enthusiasm for learning.
2. Individual choices for students were prevalent throughout the program.
3. Provisions are made for individual differences.
4. Exceptionally strong industrial arts and fine arts programs.
5. Dedicated staff.
6. Tutorial and remedial instruction.
7. Migrant youth are employed to help with different jobs in the program. They are particularly helpful with the pre-school children and the library services.
8. Teachers maintained a positive instructional atmosphere.
9. Excellent facilities.
10. Parents are employed in the program and serve as volunteers.
11. Effective communication between the parents and project.
12. Children of Spanish background have an opportunity to study English as a Second Language.

Central Susquehanna Intermediate Unit
Lewisburg, Pennsylvania
(Columbia, Montour, Northumberland, Snyder, and Union counties)

I. Administrator of Grant: Robert Feir, Director
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

II. Project Specialist: Joan Schnedier
Box 213, University Avenue
Lewisburg, Pennsylvania 17837

III. Supportive Services: Nurse
Social worker

IV. Testing Program: Cloze Procedure Test

Background Information

Each summer migrant farm families travel up the eastern stream and spend several weeks in the five Central Pennsylvania counties served by the Central Susquehanna Intermediate Unit -- Columbia, Montour, Northumberland, Snyder, and Union. The number of families varies from year to year, as does the number of school-aged children accompanying their parents. The summer education programs operated for these youngsters by the CSIU since its inception, July 1, 1971, have served as many as 54 students in a given summer. All migrants in the region are interstate, and are either Mexican-American or belong to the Black race.

The summer migrant program is conducted at two sites, namely Rebuck and Bloomsburg, in church facilities. The children are transported from the camps in vans driven by project personnel. The parents are mostly from Florida and they follow the harvest from south to north. Most of the migrants work on farms picking tomatoes or other vegetable crops.

Curriculum Report

The State Evaluation Team visited and observed the Central Susquehanna Intermediate Unit summer migrant program on August 23-25, 1976. The following report is an evaluation of the curriculum observed during this visit.

Below is a listing of the various curriculum components observed at Central Susquehanna.

1. Language arts/reading
2. Mathematics
3. Career awareness
4. Home economics
5. Cultural enrichment
6. Music
7. Art
8. Health education

Language arts/reading is mainly an individualized program, utilizing commercially prepared material as the main mode of delivery. This very important part of the curriculum is also supplemented with teacher-prepared material, oral reading, game activities, etc. The math component was looked on most favorably because equal exposure was given to a consumer approach in this area. In addition, traditional math activities were considered quite unique and practical. Career awareness was handled through learning packet activities, supplemented very positively through instructional field trips. Home economics was dealt with by the individual teachers throughout the normal school day. Cooking activities were observed, in addition to completed projects in sewing, etc. Cultural enrichment was a main thrust of the program. Instruction in the afternoons centered on this particular activity. Emphasis was placed on positive self-image/awareness. Music and art were handled as a part of the daily classroom instruction. These areas were viewed as supportive in nature. Cultural involvement was a very positive and important by-product of these two supportive disciplines. The State Evaluation Team looked very favorably on the addition of the health education component to the curriculum. Instruction in nutrition, personal hygiene, dental hygiene, etc., was easily absorbed into the total curriculum, and quite capably handled by the on-site nurse.

Field Trips and Cultural Activities

Central Susquehanna Intermediate Unit Summer Migrant Program sponsors a variety of field trips to enhance the cultural background of the pupils and to expose them to available job opportunities. The following is a list of trips already completed and others planned for the future.

1. Animal farms
2. Susquehanna University
3. Farm visits
4. State capitol and museum
5. Ice cream factory
6. Experimental animals lab at Bucknell
7. Bakery
8. Ferry
9. Community Center and college at Williamsport

National and Local Objectives

Based on the evaluation team's observations of August 23-25, it has been concluded that all of the local objectives mentioned in the 1976 program narrative are in the process of being implemented. In reference to the national objectives, we were again pleased to report that in most cases, the national goals are being dealt with successfully.

To summarize, the local objectives in this project deal with the following: To provide instruction in basic language skills, to involve the child's heritage in every learning activity, to provide Black and Hispanic personnel who are qualified to instruct in language and cultural development, to provide each child the opportunity to receive proper health attention, as well as health education, and finally, to expose each child to an education in career awareness.

All of the above mentioned objectives are done quite thoroughly, and with much staff dedication. We were most impressed with the bilingual, bicultural staff. We also looked favorably at the health attention and health education programs. The career awareness component was also very well done; we observed many interesting activities in which the children were allowed the opportunity to learn about other jobs and careers. Other segments of the program that deal with the curriculum are discussed in the curriculum report.

Aside from two very important national goals, the evaluation team was most impressed with the project's attempts to fulfill all of the eleven national objectives. We feel that more can be done in the way of vocational education, and secondly, we would like to see more accomplished in more organized physical activities, especially if possible, the implementation of a learn-to-swim program. Excluding any academic objectives, we observed that the other national goals were being dealt with quite well. Examples of such goals include: developing a positive self-awareness, parental involvement, health and social services, field trips, utilization of available resource funding, and consumer education. The program follows all guidelines in identifying and enrolling migrant children. The teachers are following testing methods recommended at the state level. The staff has been involved in various in-service programs, and throughout our visit showed much love and dedication towards the migrant children.

Recommendations

1. The language experience approach should be implemented as a supplement to the instruction in the area of language arts/reading.
2. The addition of an organized physical education and instructional swimming component to the curriculum.
3. Because of lengthy state in-service workshops dealing with learning center activities, we recommend the implementation of such activities for the future.
4. In order to effectively meet National Objective V, some thought and planning should be given to the addition of a vocational skill component.
5. More research and exploration should be given to determining the need, or the lack thereof, for the implementation of a breakfast program.
6. More oganization is needed in long-range instructional planning.

Commendations

1. All personnel are to be commended for their instruction in bilingual and bicultural activities.
2. Rapport between migrant parents, camps, and project staff is excellent.
3. The employment of a full-time nurse has greatly enhanced the health education and health services provided by the project.
4. Program is to be commended for its excellent on-site food preparation.
5. Project staff and administration are to be commended for securing facilities more suitable for learning.
6. Project is to be commended for the implementation of the Reading Is Fundamental program.
7. General commendation to the staff for the enthusiasm they display in working with migrant students.

Chester County Intermediate Unit
Coatesville, Pennsylvania
(Chester county)

I. Administrator of Grant: Dr. Williard Trezise
Director of Migrant Program
1530 E. Lincoln Highway
Coatesville, Pennsylvania 19320

II. Project Director: Rev. Theodis Clark
158 West Second Street
Coatesville, Pennsylvania 19320

III. Supportive Services: Nurse
Migrant Ministry Committee
Service clubs
Spanish Community Organization

IV. Testing Program: Cloze Procedure Test
Teacher-made tests

Background Information

Enrollment at the Chester County Intermediate Unit migrant program numbers 239 students. The vast majority of these students are Spanish speaking, 231 of which are of Puerto Rican origin. Other groups present include: Blacks, Mexican-Americans, and Anglos. The project's children range in age from four to sixteen years.

The children involved in the migrant program come from various parts of Chester County such as, Kaolin, Kennett Square, Avondale, West Grove, Chatham, New London, Oxford, Embreville, Coatesville, Westwood, Unionville, and Toughkenamon. Most parents of the children work in the mushroom industry of the Chester County area. Others work in nurseries such as Longwood Gardens. Due to the nature of the mushroom industry, most of the migrant families reside in the county all year.

Curriculum Report

The State Evaluation Team, on July 27, 1976, evaluated the curriculum of the Chester County Intermediate Unit summer migrant program. The curriculum contained courses in the following areas:

1. Pre-school/kindergarten
2. Language arts
3. Mathematics
4. Physical education/swimming

The pre-school/kindergarten component of the curriculum was well structured and reflected a variety of manipulative objects and activities. Students observed were interested, attentive, and sincere involving themselves with the particular task at hand. The language arts/reading aspect of the curriculum also reflected a wide variety of approaches. Learning center activities were also evident in a number of classrooms. These centers were primarily geared to language arts, and the more mechanical aspects of reading. The math program reflected a consumer approach to this particular discipline. Making change, counting, store lists, buying guides, etc., were all used in conjunction with the more traditional mathematical approaches. Organized physical education was positive as an aspect of the program. Children were scheduled throughout the instructional day for purposeful physical activity. The employment of a certified physical education teacher also aided in the structure and organization of this component of the program. In addition, swimming instruction was a very popular part of the curriculum. Instructional activities in this area were provided and students observed were readily enjoying themselves.

Field Trips and Cultural Activities

The following field trips and cultural activities were taken to enrich the cultural background and to develop a knowledge of other types of work:

1. Strasburg railroad
2. Magic age of steam
3. Green's dairy
4. French creek and Hopewell Village
5. Longwood Gardens
6. Fire house
7. Ridley State Park (picnic)
8. Lenape Park (amusement)
9. Swimming

National and Local Objectives

Based on the visit to the Chester County project on July 25, 26, and 28, the evaluation team has concluded that most objectives are in the process of being dealt with at both the national the local levels. However, the team did conclude that there were two weaknesses dealing with objectives. First, we question the thoroughness of the local objectives. Second, various national objectives are not being fulfilled.

The local objectives are as follows:

1. At the end of the summer program each student will list five of the major ways in which to keep healthy, and give examples of each.
2. At the end of the summer program each student will present, in writing and speaking to the small group, a summary of each of the field experiences, listing what was seen, what was done and the importance of the field experience to him.

3. At the end of the summer program each student will list 90% of the contributions to the Spanish heritage that are presented to the students during the summer program and their importance to Spanish heritage.
4. At the end of the summer program each student will demonstrate his understanding of the small group instructional process, by lisitng his speaking and listening skills to discuss topics dealing with Spanish heritage and field experiences in a small group setting.

It was observed that all four local objectives are being followed. However, as previously mentioned, we question the thoroughness of the local objectives. It is recommended for the future that the local objectives be written in correlation with that of the national and state objectives as suggested to migrant project directors at the spring meeting. They should be written especially dealing with a more comprehensive write-up of curriculum objectives. We basically feel that if a list of sound objectives were created and followed, that a much more thorough over-all program would be in operation.

In reference to the national objectives, it was obvious that the program is providing the children with the opportunity to strengthen their academic skills (reading, math, English as a Second Language). The development of a positive self-awareness is one main objective being fulfilled. Other facets of the Chester County project include: field trips, use of aides, consumer education, parental involvement, utilization of available resource funding. The program follows all guidelines in identifying and enrolling migrant children. The teachers are following the testing program recommended by the state level. The staff has been involved in various in-service programs.

Areas where we feel that the program is lacking is in reference to the national objectives of vocational education, health education, cultural activities (music, art, folkways), and material for Spanish-speaking children.

We look forward to future visits when hopefully these programs will be implemented.

In conclusion, the staff is to be commended for their love, dedication, and understanding of migrant children.

Recommendations

1. Additional materials are needed for those children who speak only Spanish.
2. Oral surveys, written tests, and anecdotal records of every child should be kept.
3. Students should have increased exposure to the language experience approach.
4. Program should include activities dealing with art, music, and folkways of other cultures.

5. Definite need for the implementation of national objective V which will provide for pre-vocational and skill training along with exposure in the area of career awareness.
6. The addition of a health education component as a supplement to the curriculum.
7. Bus use should not be restrictive for field trip activities.
8. Additional supervision in the cafeteria by having teachers and teacher aides sit with children during meals.
9. Efforts should be made to locate facilities that can easily accommodate all recommendations made in this report.

Commendations

1. Personnel should be commended for recruitment procedures reflecting substantial increase in enrollment over previous years.
2. Commendable pre-school and kindergarten programs.
3. Educationally sound swimming program (both instructionally and recreationally).
4. Teachers and staff should be complimented for their love and dedication to the migrant children.
5. All staff are making an effort to provide an outstanding educational program for migrant youth.
6. Involvement of the Neighborhood Youth Corp. is an exceptionally fine aspect of the program.

Cheyney State College
Cheyney, Pennsylvania
(Delaware and Philadelphia counties)

I. Administrator of Grant: Dr. Ronald C. Watts
Dean of Continuing Education
Cheyney State College
Cheyney, Pennsylvania 19319

II. Project Director: Charles Songster
Cheyney State College
Cheyney, Pennsylvania 19319

III. Supportive Services: Campus food service
Educational Development Center
Graduate School
Local School Board
Elementary Education Department
Lions Club
Student Government
Puerto Rican aides serve as home/school visitors and counselors

IV. Testing Program: Math - Each student recevies a pre-test which contains a sampling of the 72 modules that form the basis of the program. The results of the pre-test determine the module that the student will be most comforable with when he begins the program. At the conclusion of the program each student will be given a post-test. Also, the module that the student ends up with will be noted to determine degree of gain.

Reading - The Cloze Procedure Test was administered at the offset. In addition, each will receive a word recognition test based on the plays to be used in the program. The Cloze Procedure Test will be used at the conclusion in addition to the word recognition test to determine the degree of gain.

Swimming - Each student is given a pre-test which determines the degree of swimming competence. A post-test will be administered to gauge the number of modules completed.

Background Information

The Cheyney migrant project is a Title I, ESEA program administered at Cheyney State College. The project is in operation from late June until early August. Migrant children are bused to Cheyney where they are fed a hot breakfast and lunch.

The Cheyney project has a total enrollment of 82 children, 66 of which are of Puerto Rican origin, 16 of which are Black, with the remaining four from a parochial school. The children's ages range from approximately six to twelve.

These children are recruited from basically two areas. District five of north Philadelphia is where much of the Puerto Rican population lives. Chester, in Delaware county, is the second area, although currently less children than in previous years have been recruited from this area.

The families within the Cheyney project are predominantly "staygrants". Parents find agriculture related occupations in the New Jersey area.

Curriculum Report

The following areas of curriculum were observed at the Cheyney summer migrant program:

1. Language arts/reading
2. Mathematics
3. Career education/crafts component
4. Swimming activities
5. Cultural enrichment activities
6. Academic enrichment/remedial activities (undergraduate tutors)

The State Evaluation Team observed on July 13, 1976, the curriculum aspect of the Cheyney Summer Migrant Program. Of a very impressive nature was the modular cluster approach in the area of math. Basically this approach entails the grouping of skills into modules. A series of modules will then make up a cluster constituting specific concepts and varying difficulty levels. Students begin a specific cluster on the basis of diagnostic testing. The reading aspect of the program was made up of three reading classes. Students involved were grouped according to specific strengths and weaknesses. Of particular note in this area were the utilization of plays as the main instructional mode. In addition, the Evaluation Team was also impressed with the initiation of the career awareness/crafts component in the Cheyney program. It was obvious that the planning gone into this particular phase of the curriculum was very well thought out. A highlight of the program would have to be the utilization of undergraduate students for enrichment/remedial purposes. Since the main thrust of the program is in the areas of reading and math, the individualization of these areas through the use of undergraduate tutors is a basic strength in the curriculum of this project. The swimming activities were very well organized and reflected a business-like instructional approach.

Field Trips and Cultural Activities

The cultural activities are planned to enrich the children's own culture and to develop an appreciation of other cultures. Visitations to industries are provided to acquaint children with occupational opportunities.

Swimming - testing and group placement (7/1)
group instruction as scheduled weekly

Children's plays - Valley Forge Music Fair
David and Goliath (7/28)
Robin Hood (8/4)

Health - Medicals (7/14)
Dentals (7/23)
Personal health on-going throughout program

Nutrition - trip to local supermarket for selection of foods
cookout: foods selected from market
lunch at Log Cabin, smorgasbord, individual selection of foods by children
breakfast and lunch daily, good food habits stressed

Culture - Mrs. E. S. Johnson, World Cultures Center
Presentation of three cultures: Mexican, Spanish, and African
Chief Halftown, Seneca Indian culture
Longwood Gardens
Brandywine Art Center
Mrs. Dorothy Todaro, music for rhythm and dancing

Tours - Franklin Mint
Airport
Naval Base
Brandywine battlefield
Valley Forge State Park

Day camp activities - Camp Paradise

Parents Days - scheduled weekly (7/19, 7/26, 8/2)
parents accompany children on trips

Experimental Design

Primary behavioral objective: A child will be able to make a sequential module progression during the six-week program.

Study to determine which learning situation will give a child more growth in mathematics -- participation in a large group with one teacher, participation in a small group with one teacher, or participation in a tutoring situation.

Control Group - 20 children (with one teacher)
Control Group - 21 children (with one teacher)
Experimental Group - 25 children (with a student teacher aide)
Experimental Group - 6 children (with one teacher)

National and Local Objectives

During the July 13th visit to the Cheyney project, it has been concluded by the 1976 Evaluation Team that the program is being operated following the objectives created at both the local and national levels.

The local objectives included:

1. To promote individual speaking experiences that will increase the student's vacabulary by 100 words appropriate to grade level, as evidenced by pre-post tests.
2. To have each student complete in mathematics, at 90% accuracy, 27 consecutive modules based on pre-post assessments.
3. To give 27 hours of individual and small group instruction in career awareness/crafts components.
4. To give 16 hours of swimming instructions.
5. Students will improve their self-concept as indicated on an informal self-diagnostic instrument.
6. Students will demonstrate acceptable health and nutritional health habits through special instructional and practical experiences.
7. Students will expand their cultural experiences as the result of field trips, speakers, and specific classroom activities.
8. In keeping with the Bi-Centennial Celebration, students will be exposed to historic America and will be challenged to think how culture contributes to their life through democratic processes.
9. To in-service the staff.

In reviewing the local objectives, it was observed that the staff has dedicated themselves greatly towards the successful accomplishments of those particular goals. The language arts/reading teachers are very intent on having each student increase vocabularies, along with the improvement of other skills. The mathematics instructors are also working towards completing their goals (27 modules at 90% accuracy). Also observed were many fine activities with the career awareness/craft components, the swimming program, health and nutritional habits, increase of cultural experience, and studies dealing with our Bi-Centennial Celebration. Being involved with such a fine program, each child seems to be developing a more positive self-image.

In reference to the eleven national objectives, the program includes: parental involvement, health and social services, the use of aides, field trips, utilization of available resource funding, and consumer education. All of the guidelines for enrolling migrant children are followed. The teachers are following the testing programs recommended at the state level, along with the local pre-post tests so important to the module approach. The staff has been involved in various in-service programs this year.

In conclusion, the director and staff are to be commended for their dedication and love for the children in the program.

Recommendations

The following recommendations are directed primarily to the curriculum area of the Cheyney migrant program.

1. Secure additional reading materials in Spanish native culture.
2. Because of the high number of Spanish speaking migrants, project personnel should consider the addition of English as a Second Language component for the future.
3. The expansion of the health education program to include units on nutrition, dental hygiene, etc.
4. Migrant children should be exposed to other areas of the very fine industrial arts complex at Cheyney State College either through visitation to these areas or limited demonstration activities.
5. Utilization of the Intermediate Unit for audio-visual materials.
6. Additional career materials should be made available to students.
7. Expansion of the career awareness/vocational education aspect of the program.
8. Additional research and recruitment to determine the existence (non-existence) of a kindergarten population.

Commendations

1. Children move through the academic area at their own rate of speed.
2. Program utilizes the multi-sensory approach.
3. Tutorial program is an essentially strong characteristic of the program.
4. Program of instruction is based on specific strengths and weaknesses as gathered from diagnostic instruments.
5. Great progress has been made in the development of a career awareness program. We look forward to the expansion of this component in the future.
6. Special commendations to all the staff for their hard work in planning the program. It was obvious that the math component took a great deal of thought and exacting work.
7. Development of the math learning centers.
8. Special commendation for the implementation of the modular cluster approach in math.

Lincoln Intermediate Unit
New Oxford, Pennsylvania
(Adams, Franklin, and York counties)

I. Administrator of Grant: Dr. Robert Deck
Federal Program Specialist
Box 70
New Oxford, Pennsylvania 17350

II. Project Director: Parker C. Coble
Box 640, Rt. 34N
Gettysburg, Pennsylvania 17325

III. Supportive Services: Social worker
School nurse
Curriculum specialist
Transportation specialist and supportive services
Record Transfer clerk

IV. Testing Program: Cloze Procedure Test
Peabody Test

Background Information

The Lincoln Intermediate Unit migrant program served 253 children. These students are divided between three locations in Adams and Franklin counties. The Migrant Opportunity Center has 19 kindergarten students and 39 pre-school children. The Day Care aspect of the Center is not funded by ESEA Title I program. Franklin Township Elementary School at Cashtown enrolled 75 students with Lemasters Elementary School in Franklin county enrolling 47 children.

Until recent years the migrant population came from a basic "Eastern Stream" flow originating in the Puerto Rico-Florida area. The stream was composed of chiefly southern Blacks and Puerto Ricans. However, in recent years the population has shifted with an increasing number of Spanish speaking laborers from the "Central Stream" composed of a Texas-Mexican origin. The result is a melting pot of southern Blacks, southern whites, Mexican-Americans, and Puerto Ricans to provide some three to four thousand workers to the Lincoln Intermediate Unit farming area.

A small percentage of families do remain for year-round agricultural employment on the larger orchards.

The migrant workers find agricultural work by picking a variety of fruits from June through November. Migrant workers arrive in June to pick sweet cherries, which is followed by sour cherries in July, and tomatoes and peaches in August. The main crop of apples is picked throughout most of September and October.

Mechanization is beginning to alter the process of fruit harvesting in that many cherries and some variety of apples are now picked by machine. This operation may change employment possibilities for migrant workers extensively in the future.

Most migrant workers and their families are housed by the fruit farmer for whom the migrants work. Housing generally consists of a series of small units which make up what is called a migrant camp. Over 100 such camps exist in the Lincoln Intermediate Unit area.

Curriculum Report

The State Evaluation Team evaluated the curriculum of the Lincoln Intermediate Unit migrant program on August 2, 1976. It should be pointed out before the continuation of this report that the Lincoln program contains four distinct project sites: 1) Adams County Migrant Opportunity Center, 2) Franklin Township Elementary School, 3) Lemasters Elementary School, and 4) a Mobile Exploration Unit located in Gettysburg. This report will contain an overview of the various curriculum components contained in all four sites.

The following is a listing of the curriculum components observed at the Lincoln Intermediate Unit Migrant Program.

1. Pre-school/kindergarten
2. Language arts/reading
3. Mathematics
4. Physical education/swimming
5. Industrial arts
6. Home economics
7. Career awareness/vocational education
8. Enrichment in cultural activities
9. Art
10. Health education
11. Socialized living
12. English as a Second Language

The pre-school/kindergarten component was especially strong and well organized. This was mainly due to the varied activities and the strength of the instructional staff. Language arts/reading was a main thrust of the program. Learning centers, high interest low-level material, and motivational game techniques were readily observable in this area. A consumer approach to mathematics was a very positive aspect. Activities involving making change, basic buying/selling techniques, etc., were very evident. In addition, the use of math concepts in other academic areas heightened and strengthened the total math program. Organized physical education was scheduled in the afternoon session. The employment of a certified physical education teacher for purposes of developing physical skills added to the overall success of the program. In addition, the area of instructional swimming seemed self-motivating and highly beneficial. Perhaps a reason for this was the student's anticipation of Red Cross Beginning Swimmer cards upon successful completion of the program. The industrial arts and home economics components were looked upon most favorably by the evaluation team. Activities in woodworking, food preparation, and clothing repair were especially rewarding to the students, possibly because of the project approach taken in these areas. A highlight of the Lincoln Intermediate Unit migrant program

is a career exploration mobile unit located in Gettysburg. Individualized instruction at this center is offered in office work, electrical work, plumbing, carpentry, cooking, and a great many other areas, along with accompanying aptitudinal surveys. Cultural enrichment activities were also prevalent in the project. These activities were handled in individual classrooms through well organized and efficient audio-visual materials. Instruction in art was observed in all classrooms. Methodology in this area was rather unique, in that it was used as a supplement to the main instructional lessons provided in each classroom. Basic health education was also observed in all classes. Emphasis centered primarily on nutrition, brushing techniques, etc. A rather innovative program was provided in the area of socialized living. A better self-image was the undercurrent running throughout classes observed in this area. Activities were geared to such things as good manners, good habits, and self-worth. The major delivery system was small group discussion coupled with audio-visual material and peer discussions. English as a Second Language was offered to all Spanish speaking students. The employment of competent bilingual teachers in this area greatly enhanced the program. In addition, the employment of bilingual aides added tremendous support to the overall program in this area.

Field Trips and Cultural Activities

This is a very important component of the migrant program. Trips should be well planned and correlated to the world of work and to expose children to cultural activities which will enrich their appreciation for other cultures.

Many people think that the migrants have seen the world because of their travels, but in reality they have had very little exposure inasmuch as they travel at night in closed buses and bypass the cities and other cultural centers. Since the migrant child has had little opportunity to acquaint himself with the rest of society, field trips provide an opportunity to explore different careers and to enrich his background. The following field trips were made by the three migrant centers in Adams and Franklin counties.

Baltimore - Tall Ships	Wagner's supermarket
Packing house	Chambersburg libarary
Thomas Pretzel Co.	Vo-Tech School
Coca-Cola Co.	Chambersburg Hospital
Hanover Shoe Farms	Court house
Trust Co. Bank	Drapery factory
Pleasant View Dairy	Pennsylvania Dutch candy factory
Gettysburg Game Park	Fire house
Rice's Fish Hatchery	Library
Pinola Checken Hatchery	Codorus Creek State Park
Mason Dixon Farm Dairy	

National and Local Objectives

Based on the team evaluation of August 1, 2, and 3, 1976, it has been concluded that the local and national objectives are successfully being dealt with at all three projects in the Lincoln Intermediate Unit.

A general review of the local objectives is as follows:

1. A very specific group of objectives dealing with pre-service and in-service training in which the staff was made more aware of the following:
   a. the needs of the migrant community
   b. staff visitation to migrant homes
   c. awareness of funds from various agencies
   d. testing procedures
   e. materials to be implemented in classes, as well as the development of objectives, activities, and methods for the academic program.
2. The Lincoln Intermediate Unit Board of School Directors shall provide the opportunity for migrant children to improve their physical, social, mental, and emotional health through their various services.
3. Children will demonstrate their security in the school environment and their feelings of personal worth. In the program narrative a list of examples follows this objective.
4. The migrant children will experience new and enriched cultural activities through various educational media.
5. The children will demonstrate a workable knowledge of the beginning readiness, elementary skills and basic concepts with emphasis on communication skills in all the basic subject areas.
6. The children will demonstrate a healthier body through school attendance and health records. The children shall also benefit from welfare services.
7. The children will demonstrate a more meaningful attitude or feelings for the rights, privileges, and property of others. A list of five examples follow the objective in the program narrative.

Through our observation, we were very impressed by the dedication of the staff in working to accomplish successfully all of the local objectives mentioned.

In reference to the program narrative objective IV 3.2.18, which would be regarded as the fifth local objective in this report, it is recommended that there be more specific objectives dealing with the academic program (see national objective III).

One last recommendation deals with objective IV 3.2.17 from the program narrative, or the fourth local objective in this report. The project does not completely meet the objective inasmuch as administrative limits to the amount of field trips the children may take. The teachers have many fine plans for the various field trips, but are hampered by the requisitioning policies of the Intermediate Unit.

Aside from the two previous recommendations, the staff is to be commended for the fine work they are doing in meeting the local objectives, which, in turn, meet the needs of the migrant children.

On the basis of the eleven national objectives, it is a pleasure to report that all eleven objectives are being fulfilled. The project has followed all of the guidelines in identifying and enrolling the children. The project has been making use of available resource funding. The staff has been involved in various in-service programs, and have implemented the testing programs recommended by the state level.

Many of the local objectives are basically the same as several of the national objectives. All academic national objectives are in the process of being completed. It is certain that the summer program in Adams and Franklin counties will be a successful, rewarding experience for all.

Recommendations

1. Increased use of the language experience approach, to supplement the wealth of instructional materials already available. (Franklin Twp.)
2. Additional student exposure to the Career Exploration Unit located in Gettysburg.
3. Due to the anticipated increase of Spanish speaking students it is recommended that more Spanish speaking teachers and aides be hired in the future.
4. Requisitioning procedure and budgetary policy of the Lincoln Intermediate Unit should be reviewed so that additional flexibility can be offered to the Migrant Program.

Commendations

1. Obvious evidence of individualized instruction throughout the project.
2. Staff does a tremendous job in helping to develop a positive self-image.
3. Special commendation to the socialized living program for its innovative approach in this area.
4. Teachers work as a team in planning and meeting the needs of the curriculum.

5. Consumer approach in the curriculum is evident in areas which are applicable.

6. Outstanding educational efficiency due to the most favorable pupil/teacher ratio.

7. Mealtime activities are positively structured. Children were relaxed, sociable, well-mannered, and seemed to enjoy their meals.

8. The Career Exploration Unit provides the students with a wide variety of fine activities.

9. Students are provided with a variety of on-site pre-vocational experiences.

10. Project involvement with state and local agencies, in addition to the preparation of an agency directory was looked at most favorably by the Evaluation Team.

Millersville State College
Millersville, Pennsylvania
(Berks, Carbon, Lancaster, Lebanon, Lehigh, Monroe, and Northampton counties)

I. Administrator of Grant: Dr. Robert J. Labriola
Director of Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

II. Project Director: Paula Stoup
Millersville State College
Millersville, Pennsylvania 17551

III. Supportive Services: Millersville migrant staff
Nurse
Social worker
Migrant Student Record Transfer System

IV. Testing Program: Cloze Procedure Test

Background Information

The Millersville summer migrant program consists of a total of 253 students who are located at three sites. The Reading site has 118 Puerto Rican children and 3 Mexican-American children for a total of 121. The Allentown program has 8 Puerto Ricans, 1 Mexican-American, and 8 Black students for a total of 17 children. Also, the Lancaster-Millersville programs have 109 Puerto Ricans, 3 Anglos, and 3 Mexican-Americans for a total of 115 children. (The Lancaster-Millersville figures are combined due to the fact that most of these children travel from the morning program at Lancaster to the "Summer Happening" program at Millersville.)

Migrant families near Reading work in the mushroom industry, while parents in the other projects work with meat packing, poultry, orchards, and vegetable picking.

Housing in the project area is mostly in rented projects or trailor units. The mushroom industry near Reading houses some of its families in camps and industry-owned housing. Lancaster area children are totally "staygrants" and reside within Lancaster city where they attend Lancaster City Schools throughout the year.

Since the large majority of children are of Puerto Rican origin, the cultural change is quite significant upon settlement in this area. Therefore, the Lancaster Spanish community in particular has become involved in their program in an effort to help children adjust to the change with a positive self-image.

Curriculum Report

The State Evaluation Team on Thursday, August 5, 1976, evaluated the Millersville migrant summer program. The following report will be an evaluation of the curriculum observed at the various sites. It should be pointed out before the report continues, that the Millersville program has four individual sites: 1) Spanish Center in Lancaster, 2) Y. W. C. A. in Reading, 3) cultural center in Allentown, and 4) Millersville State College. The Millersville site is a supplement to the overall migrant program and is to be summarized in a separate section of this report.

The following is a listing of the particular curriculum components observed by the State Evaluation Team:

1. Pre-school/kindergarten
2. Language arts/reading
3. Mathematics (only Millersville)
4. Physical education/swimming
5. Industrial arts (only Millersville)
6. Home economics (only Millersville)
7. Career education
8. Music
9. Art
10. Remedial activities
11. English as a Second Language
12. Cultural enrichment

The pre-school/kindergarten component is an especially strong segment of the Millersville summer migrant program due to the strength of the staff and the wide variety of activities and manipulative objects provided. Language arts/reading is handled through the language experience approach with additional supplementary materials provided at the various sites. Mathematical instruction at Millersville is geared toward learning center activities, and a very practical consumer education approach to this very important discipline. Organized physical education/swimming was looked upon most favorably by the Evaluation Team. Instruction provided in these areas was essentially supportive of the overall migrant program. Industrial arts and home economics was offered at the Millersville site. Activities were observed in sewing, cooking, and various craft activities. Basic career awareness was offered throughout the program. Individual teachers handled this component as a segment of their regular instruction. In addition tradesmen, etc. were invited in to tell students of their particular skills, and present their ideas on the trades they have made their life. Music was a very positive supportive discipline. Classroom teachers involved music as a part of their daily teaching schedule. Art instruction was handled by formalized course work at the various sites. This supportive area was strengthened by the employment of art instructors and their own particular "flair" in methods and ideas that they bring to the instructional situation. Remedial activities in the more basics part of the curriculum were provided by all project staff. Individual and small group activities

of a remedial nature, were provided at all sites. In addition, learning center activities at Millersville supplemented the basic remediation provided at the Lancaster site. English as a Second Language was observed at all sites visited by the evaluators. The strength of this aspect of the program lies in the bilingual and bicultural background of the teachers employed. Cultural enrichment was an important part of the curriculum. Activities involving heritage and ideas prevalent in other cultures was a very impressive addition to the overall content of the program. In addition, the recurring theme of a "positive self-image" for migrants attested to the dedication and character of the total migrant staff and administrators.

Field Trips and Cultural Activities

Many migrant children have not had an opportunity to develop an appreciation for their own culture as well as the culture of others. Field trips can be integrated with teaching units as well as used for learning experience activities in the school. The exposure of children to different work opportunities is helpful. The following are field trips that have been taken, or will be taken, by the sites in the Millersville program.

Fish hatchery
Art museum
Library
Mack trucks
Trexler-Lehigh County Game Preserve
Crystal cave
Lehigh Parkway
Independent Press
Central market
Safeharbor Hydroelectric Dam
Spanish Center Clinic
Anderson Pretzel
Zinn's Park Petting Zoo
Penn Supreme Dairy
Landis Valley Farm Museum
North Museum
Strasburg Railroad Museum
Cloister's Family Festival
Philadelphia Zoo
William Penn Museum
Middle Creek Wildlife Preserve
Lancaster Osteopathic Hospital

"Summer Happening"

The Lancaster summer migrant program is integrated with the "Summer Happening" program located at Millersville State College. Every afternoon the majority of 91 migrant children (excluding pre-school children) spend about 2½ hours with 59 local Lancaster Anglo children in which all work together in an enrichment program.

The theme for the "Happening" is a tri-cultural theme. German, Pennsylvania Dutch, and Puerto Rican cultures are all combined to give the group a tremendous number of worthwhile projects, and a better understanding of those cultures.

In the "Summer Happening" the students are exposed to language arts, math, vocational education, cultural studies, social studies, home economics, music, physical education (swimming), arts and crafts, and field trips. The learning center is the most obvious means of instruction, however, large and small group instruction is also implemented.

The migrant teaching staff combines with the "Summer Happening" staff in what must be considered a well-organized, very beneficial program for all involved.

National and Local Objectives

Based on the eleven national objectives and the local objectives created at Millersville, it has been determined by the state evaluation team that the projects out of Millersville State College are greatly involved with the successful accomplishments of these objectives.

The major thrust of the local objectives deal with language development and the cultural components. The objectives of the program, related to child development are:

1. To provide a positive, reinforcing environment promoting healthy emotional and social growth
2. To satisfy basic human needs of each child through sound nutritional programs, proper health care, etc.
3. To provide a recreational program to promote healthy physical development
4. To promote development of communicative skills and language acquisition, reading, and writing skills
5. To foster creativity
6. To provide a bilingual/bicultural program instilling in each child awareness and pride of the Puerto Rican and Mexican cultures
7. To establish and maintain a working bridge between school, child, and home
8. To provide career awareness programs which expose the migrant child to alternative work opportunities
9. To give the child positive educational and recreational experiences
10. To insure continuity of education by working with the Migrant Student Record Transfer System

In reference to language development, this particular objective is being dealt with, although we have made various recommendations concerning parts of the component. (See recommendations) One of the strengths of the program deals with the cultural component. The staff is also to be commended for giving each child an opportunity to build and develop a positive self-image. The children receive proper care and attention in reference to health and nutritional growth. Creativity is being fostered, especially by means of art and music. The program gives the students the opportunity to improve both English and Spanish skills. English as a Second Language

was observed at all sites. Career awareness, although evident in some areas, could be strengthened and broadened to give each student a chance to become aware of other fields of employment. Through our observations it appears that all involved are receiving many positive educational and recreational experiences. In conclusion, the local objectives in the Millersville program are being dealt with, but the recommendations made in this report should be considered.

In reference to the national objectives, it appears that the Millersville programs are in the process of fulfilling the eleven national goals. It must be noted that various segments of the different components could be strengthened. (Again, refer to Recommendations.) The Lancaster program did not implement a pre-testing program to place the students in the proper level.

Examples of attainment of the national objectives are: The projects have followed guidelines for recruitment. The parents are involved with the program. There is utilization of available funding. The use of aides is being implemented at all sites. The children receive benefits of health and social services. The curriculum is one which follows basic national objectives. The teachers have been in-serviced, however, at Lancaster it is recommended that a local in-service be held for next year.

Throughout our visit, the staff showed great dedication and love for migrant children, and are to be commended for such action.

Recommendations

1. The addition of a math component, utilizing the consumer education approach. (Lancaster, Reading, Allentown)
2. Food and food preparation should be directly related to learning experiences. (Lancaster)
3. Increased exposure needed with the language experience approach. (Reading, Allentown)
4. Increase the number of instructional materials, especially those in English and Spanish.
5. Increased involvement in learning center activities. (Reading, Allentown, Lancaster)
6. Additional classroom structure. (Reading, Lancaster, Allentown)
7. Increase the amount of career awareness materials available to students. (Lancaster, Reading, Allentown)
8. The addition of a health education component, for purposes of instruction in such areas as nutrition, personal hygiene, etc. (Lancaster, Reading, Allentown)
9. The addition of a dental hygiene program. (Lancaster, Reading, Allentown)
10. The addition of a pre-vocational/vocational program, emphasizing activities centered around industrial arts and home economics. (Reading, Allentown)
11. Implementation of the state recommended testing program at Lancaster.
12. Expansion of the "Summer Happening" at Millersville to include all migrant students in the project.

13. Definite need for strengthening proper eating methods during mealtime. (Lancaster)
14. Breakfast program needs to be heightened in its nutritional value. (Reading, Allentown)
15. Children should be more aware of personal hygiene before meals. (Lancaster)
16. Research should be made by staff and project director for a more flexible facility to replace the Lancaster site.
17. Plans should be made for the future formation of a Parent Advisory Council.
18. Plans should be made for the implementation of a strong <u>local</u> in-service program.

<u>Commendations</u>

1. Pre-school and kindergarten programs were especially strong, and enhanced by the use of manipulative material.
2. Physical education/swimming component is very positive and highly motivational.
3. Abundance of outstanding creative activities observed in the project.
4. Cultural enrichment component was very extensive and well done.
5. Superior recruitment procedures due to a highly dedicated staff.
6. Emphasis in the area of "positive self-image" is highly commendable.
7. High degree of parental involvement. (Lancaster)
8. Staff should be commended for their dedication and support to migrant children.
9. The Millersville Summer Happening as a supplement to the migrant program is a worthwhile endeavor for the benefit of migrant children.

Northwest Tri-County Intermediate Unit
Edinboro, Pennsylvania
(Crawford, Erie, and Warren counties)

I. Administrator of Grant: T. James Peters
Compensatory Education Specialist
252 Waterford Street
Edinboro, Pennsylvania 16412

II. Project Coordinator: Betty Patton
252 Waterford Street
Edinboro, Pennsylvania 16412

III. Supportive Services: Health and nutritional education programs and supplies
Free transportation
Complete physical examinations for all participants with follow-up corrective support throughout year

IV. Testing Program: Carrow Test
Cloze Procedure Test

Background Information

During the 1975-76 school year, utilizing a funding grant from the Pennsylvania Migrant Education Program, the Northwest Tri-County Intermediate Unit conducted an intensive identification of migrant students residing in and around the Erie County area.

The identification process has revealed some unique characteristics in the migrant population. While the Eastern Stream migrant worker does come into the area during the spring and fall for planting and harvesting, the majority of the migrants reside in Erie and work in Ohio, Pennsylvania, and New York states during the growing season. At the end of the growing season these workers return to Erie and the majority of them live on welfare during the winter.

There also appears to be a rapidly growing influx of migrant workers whose previous home base was New York. Again, most of these individuals are on welfare and it can be reasonably assumed that the increased immigration is due to the financial difficulties being experienced in the large metropolitan areas.

The majority of the representative migrant population is Puerto Rican and is beset with all the difficulties experienced by non-English speaking individuals; however, it seems their difficulties are compounded by extreme poverty and illiteracy.

As state funding is limited for the 1976-77 school year, the project programs presented are top priority needs and are directed to meet the needs of migrant students at the critical ages. Priority I needs are also absolutely essential if the Intermediate Unit is to maintain any degree of creditability within the Spanish speaking community as well as sustain their continued cooperation.

Curriculum Report

The State Evaluation Team visited and observed the Northwest Tri-County Intermediate Unit summer migrant program on August 16-18. The following report will be an evaluation of the general curriculum of the program. The curriculum contained the following components:

1. Language arts/reading
2. Mathematics
3. Spanish
4. Career awareness
5. Health education
6. Cultural enrichment
7. Music and art

The language arts/reading aspect of the program was handled through commercially prepared material (System 80), teacher-prepared material, and material available from local school systems. In addition, the language experience approach was utilized as a supplement to the main body of instructional material, especially at the Burton Elementary School. Mathematics was also handled through commercially prepared instructional material. Children were grouped for instruction on the basis of specific strengths and weaknesses. Consequently, instruction individualized was geared towards the needs of the child. In general, the entire approach taken in the area of basic skills was one geared toward the needs of the child. A rather unique approach was taken in the area of Spanish. The majority of children in the project speak English very well, however, because of the bicultural nature of the home, and specific requests on the parts of the parents, Spanish instruction was offered as a component of the program. Career awareness was handled as a matter-of-fact part of the normal classroom instruction. Children were made aware of the various vocations and occupations available in the dominant society. Additionally, field trips and community resources supplemented classroom activities in this area. The evaluation team looked most favorably on the health education component. Unit activities were no different than those offered by other projects, however, methodology was vastly different. A community agency, the Minority Health Education Delivery System (MHEDS), provided for one half hour of health education instruction at each site each week. Children were exposed to basic nutrition, dental hygiene, etc. The component of cultural enrichment was offered each afternoon. Instruction was handled by the classroom teachers. Supplementary activities, such as field trips, etc. greatly enhanced this area of the program. Music and art were viewed by the

Evaluation Team as more supportive areas of the curriculum. Instruction in these disciplines was provided as a part of the normal school day. It should be pointed out at this time that the entire curriculum capsulized above refers only to a non-graded migrant (school) population that would be comparable to approximately grades one through three in a traditional school.

Field Trips and Cultural Activities

Field trips are a very important component of a migrant education program. Many of these students, due to environment and economic problems, have not had an opportunity to enjoy and appreciate different cultures. Field trips are also career oriented giving the children an opportunity to observe the many types of work.

Presque Isle
Zuck Park
Cleveland Zoo
Tour of McDonalds
Niagara Falls
Library
Greyhoud Bus Depot
Museum of Erie
Asbury Woods
Edinboro State College
Upward Bound program at Gannon College
Police department
Flagship Niagara
Business places

National and Local Objectives

The evaluation team's review of this project found that this program was meeting all of the applicable criteria of the eleven national objectives of migrant education. The following comments would apply to each goal.

1. Program strong in improving communication skills.
2. The early school experiences were geared to the child's needs.
3. Programs were well designed in academic skills.
4. Group interaction skills were evident.
5. Career awareness materials available. Need for industrial arts exposure if program is expanded.
6. Cooperation with local agencies is very commendable.
7. Program utilizes records.
8. Parents are involved -- little cooperation with media.
9. Concern for health needs of child an important facet of program.
10. Excellent rapport with parents.
11. Staff demonstrated their awareness of children's needs by participating in workshops.

The implementation of these goals by the Northwest Tri-County Intermediate Unit staff is well done inasmuch as this is the first year of the project and only children in the first three grades are enrolled.

The following report will contain a summation of the local objectives of the Northwest Tri-County Intermediate Unit summer migrant program in addition to an analysis of each objective in terms of its possible attainment or lack thereof.

The local objectives of the program are as follows:

1. Seventy-five percent of the students will demonstrate a mastery of three linguistic skill difficulties. The remaining 25% will show some improvement in at least three linguistic skill difficulties.
2. Seventy-five percent will demonstrate a four-month gain in reading and math achievement scores. The remaining 25% will demonstrate a minimum of two-months gain.
3. All students participating in the program will receive a nutritious diet which will include a hot breakfast and lunch, and morning and afternoon snacks.
4. All students participating in the program will receive physical examinations and corrective health services.
5. Each student participating in the program will demonstrate a positive increase in self-concept.
6. Parents will demonstrate an increased recognition of the values of education and will encourage their children to strive for academic success.
7. Students participating in the program will exhibit less alienation in the dominant society as a result of their exposure to the American culture.
8. Each child particpating in the program will demonstrate an appreciation of the various cultures by performing comparable activities in the mode of each culture.

With regard to objective 1 and 2, it may seem at a first glance that they are rather ideal and unattainable, however, because of the duration of the program and the individualized nature of the instruction, it is the opinion of the Evaluation Team that they are well within reach. Because of the comprehensive involvement of the Minority Health Education Delivery System, objective 4 is well within the bounds of attainment. Contracted services for food preparation present no foreseeable problem for objective 3. As a result of the dedicated staff and administration, increasing positive self-concept should be easily satisfied, and thereby objective 5. Since parent activity in the program is high, it is felt that many of the values imparted to the migrant students will be carried over in the homes, and therefore objective 6 is within reach. Since the majority of activities conducted in the afternoon sessions center around cultural enrichment, it would also seem that objective 7 and 8 are also well within reach.

In conclusion, the State Evaluation Team, through observation and discussion with project personnel, feels that the local objectives are all attainable and should not present any major obstacles to the success of the migrant program.

Recommendations

1. The addition of an organized physical education/swimming component.
2. Increased instruction in the academic disciplines utilizng a consummer education approach.
3. Increase exposure to the language experience approach at Burns and Columbus Elementary Schools.
4. The utilization of more learning centers as a supplement to instruction in all areas.
5. Increased instruction in reading and writing Spanish at the Burns and Columbus Elementary Schools.
6. If program is expanded to handle higher grade-level students, there will be a definite need for the addition of a vocational education (home economics, industrial arts) component.
7. Program should be expanded so that instruction could be offered to intermediate and upper-grade level migrants.
8. Better utilization of personnel and overall resources, if the project were housed at one site.

Commendations

1. Most favorable pupil/teacher ratio leading to greater flexibility and more individualization.
2. Incorporation of the Reading Is Fundamental program at all sites.
3. Very favorable involvement of the community.
4. The implementation of a health education program utilizing the delivery system of a community agency. (MHEDS)
5. Most commendable implementation of the activites and ideas resulting from state sponsored in-service workshops held at Millersville State College.
6. Commendation for the dedication of the staff and the administration of the program.
7. Commendation for the uniqueness of the recruitment program, involving the Spanish community.
8. Wealth of instructional materials.

West Chester Area School District
West Chester, Pennsylvania
(Chester County)

I. Administrator of Grant: Dr. Samuel Black
Director of State and Federal Programs
West Chester Area School District
320 North Church Street
West Chester, Pennsylvania 19380

II. Project Director: Joseph R. Turse
320 North Church Street
West Chester, Pennsylvania 19380

III. Supportive Services: Bilingual caseworkers
Nurse
Dental hygenist
Contracts for dentist, doctor, and food services

IV. Testing Program: Walker Readiness Test
Carrow Test
Cloze Procedure Test

Background Information

The West Chester project had 188 migrant students participating in the program. Of these children, 178 were from the West Chester area, while approximately 10 were transported fifteen miles by van from the Phoenixville area. All participating migrant children were one to five year migrants, with approximately 60 of the 188 children as first year participants in the program. Ages of the children ranged from five to seventeen.

Spanish speaking children of Puerto Rican origin made up 95% of the enrolled students. The parents of the children entered the West Chester areas seeking employment in the local mushroom processing industry. Due to the year-round nature of the mushroom industry, children entered the school at varying times throughout the school year and parents did not follow the harvest as is customary for many migrant workers. Unemployment has caused social problems in the area. Consequently, many families depend upon public assistance.

Mobility occured primarily due to the desire to return to Puerto Rico if employment and housing could not be found in West Chester. Many families returned to Puerto Rico with the intention of remaining there, only to return to West Chester within a year. There was very limited intra-state migrantion.

Curriculum Report

The curriculum of the West Chester bilingual migrant program was evaluated on July 20, 1976, by the State Evaluation Team. The following areas of curriculum were observed:

1. Pre-school/kindergarten
2. Language arts/reading
3. Mathematics
4. Career awareness: (a) industrial arts component
   (b) personal living component
   (c) business education component
5. Physical education/swimming
6. Music
7. Open art
8. Health education
9. English as a Second Language

The director and staff of the West Chester program have to be commended for the very obvious planning and thought that went into their curriculum. The language arts/reading program has been strengthened with the main mode of instruction being through the language experience approach. The response of the students, especially primary students, to this technique has been more than favorable. The math component of the curriculum is handled through an integrated classroom approach. Aspects of math were observable in such other disciplines as industrial arts, personal living, business education, etc. In addition, learning center activities in math were seen in a great many classrooms. A highlight of the West Chester program is the career lab. Essentially, this area contains three components: Industrial arts (wood, plastics, metal, basic plumbing, basic electricity), personal living (cooking, sewing, general home economics), business education (typing, business machines, printing, duplication). The handling of all three components in an open space arrangement, in addition to the involvement of the students and the activities, made a very positive impression on the Evaluation Team. Physical education/swimming, along with music and open art, represented true educational effectiveness. The teachers of these supportive areas should be commended for their technique, hard work, and effectiveness. It should also be pointed out that the supportive areas integrate aspects of the more academic disciplines into their total instructional system. The involvement of the on-site nurse in the educational aspects of the program was also noteworthy. Planned health education units on nutrition, cleanliness, clothing, dental, etc. added greatly to the overall curriculum program. English as a Second Language was matter-of-factly handled by the individual classroom teachers. In essense, each classroom had its own ESL program. Since all classroom teachers are bilingual, the handling of individual ESL programs presented no problems. The development of learning centers and their accompanying utilization covering all areas of curriculum was also most impressive.

Field Trips and Cultural Activities

The program endeavors to develop appreciation of culture by including field trips to cultural centers. Interest in occupational opportunities is also developed by the field trips.

The following trips were taken by the West Chester project:

Hopewell Village	Philadelphia Zoo
Port of Philadelphia	Navy yard
Strasburg Railroad	Crystal Cave
Franklin Institute	Academy of Natural Sciences
Valley Forge Park	Wax museum, Lancaster
Roller skating	Chester County library
Historical Society	Dutch Wonderland
Dorney Park	Hershey Park
Puppet shows (Westminster Presbyterian Church)	
S. P. C. A.	Hicks Farm
Police department	Newspaper
Fire department	Hospital
West Chester State College	Supermarket

Health Services

The West Chester project has a fine health program meeting the needs of the children. It was felt by the staff that state-wide improved services could be developed by the addition of the following recommendations:

1. Medical coordinator for the state.
2. Medical manual, therefore, providing unification state-wide (to cover both migrants and staygrants).
3. Emergency medical cards for each student in each program.
4. Mandated education program for health resources.
5. New recruitment form/permission form to include immunization, therefore, caseworkers could obtain any information before the program started (e.g. especially kindergarten).
6. Uniform system set-up to collect and update during regular school year.
7. Daily treatment sheets used to show use of medical facilities.
8. In-services designed for individual differences such as one for nurses, one for caseworkers so that specific duties may be explained.

National and Local Objectives

The 1976 summer migrant program Evaluation Team was extremely impressed with the West Chester project. After visiting the project, it was concluded by the evaluation team that the staff is striving to achieve all of the objectives, both at the local and the national levels.

The local objectives follow:

1. To provide bilingual language instruction to improve the listening and speaking communication skills in both English and Spanish for the migrant child.
2. To provide intensive instruction in English as a Second Language as a survival skill and hasten the acquisition of basic English skills.
3. To integrate English as a Second Language teaching and basic survival skills of reading and math to increase the child's functioning according to his potential and to provide remedial skill development.
4. To expose all migrant students to hands-on pre-vocational experiences in the school setting and in the community.
5. To provide experiences supportive of the culture and heritage of the Spanish background child through music and art experiences.
6. To provide pre-school activities to facilitate the young child's entrance into the bilingual school experience.
7. To provide the children with meaningful and enjoyable cultural activities through field experiences in the local community and regional area.
8. To assist in enhancement of the child's self-concept by providing him with positive opportunties for success, recognizing his language and culture and fostering pride in his heritage.
9. To provide all children with a complete breakfast and Type A lunch to meet nutritional needs.
10. To develop a medical and dental screening and follow-up program for each child, utilizing all community resources to the extent possible.
11. To contribute to his physical development through experiences in physical education and a structured "Learn-to-Swim" program.
12. To involve the parents of migrant children in program planning and activities as a means of fostering positive home/school relations and adaption in the community.

The academic strong points pertaining to local objectives dealt with: English as a Second Language (communication skills, survival skills, math, reading), pre-vocational experiences, cultural experiences, and the pre-school program. All academic disciplines, both major and minor, were covered in the various activities. Other services included: enhancement of the child's self-image, fine meals, medical and dental attention, recreational activities, and parental involvement. All of the above were observed by the team, and each point has been well incorporated into the program.

On the basis of the eleven national objectives, it is a pleasure to report that all eleven objectives are in the process of being fulfilled. The project has followed all of the guidelines in identifying and enrolling the children. The project has been making use of available resource funds. The staff has been involved in various in-service programs, and have implemented the testing programs recommended at the state level.

Obviously, several of the objectives created at the local level are basically the same as many of the national objectives. Having observed the great deal of dedication by the staff to achieve all of the objectives, it is certain that the summer program at West Chester will be a successful, rewarding experience for all involved.

Recommendations

1. The utilization of additional audio-visual materials to give a complete overview of vocational training/opportunities.
2. Attempts should be made to add additional structure to the swimming component by adding a life guard whose task is to oversee total swimming program safety.

Commendations

1. Excellent bilingual program.
2. Many fine materials used in classrooms.
3. Variety of experiences evident in activities of kindergarten.
4. Very effective use of teacher aides.
5. Impressive learning centers.
6. The language experience approach is a worthwhile part of the curriculum.
7. The child showed signs of being very responsible.
8. Pre-vocational skills lab covered many areas including homemaking, business education, industrial arts, and consumer education.
9. All minor subjects are correlated with academic disciplines.
10. Very effective in-service programs.
11. Veteran staff and dedicated personnel.
12. The lunch room is structured, but the children are free to socialize and mingle with the staff.
13. The open art class is to be commended because it gives each student an opportunity to express themselves in many different ways.
14. The program reflects recommendations that have been made by the evaluation committee in the past.
15. Supportive areas such as music, open art, and physical education reflect a strong component especially in the area of culture.
16. The recruitment and enrollment of migrant students in the summer program reflects the dedication of the home/school visitor and other recruitment personnel.

PART III

NATIONAL GOALS

OF

MIGRANT EDUCATION

The evaluation team used the evaluative criteria based on the Eleven National Objectives in determining the effectiveness of the migrant education programs. The team was impressed with the efforts made by the project personnel to meet these goals by providing programs that were relevant to the pupils' academic, social, and cultural background. The innovative teaching procedures such as teaching stations, the language experience approach to reading and the tutorial programs gave added impetus to the programs. Meeting the health needs was a concern of every program. The availability of a nurse and the coorelation of instruction to the practical approach to nutrition, physical and other health needs were evident. The practical approach to career awareness and work orientation programs in the industrial arts, homemaking, and consumer programs helped students to meet the challenges of the work world.

The Millersville team expertise in recruitment, record transfer, testing, bilingual education, Reading Is Fundamental program, and program development added a supportive service which strengthened the programs all over the state.

The programs were staffed by personnel who gave a little extra for these "Children of the Harvest". The guiding and enthusiasm of the State Coordinator and the Division of Compensatory Education were extremely helpful in complimenting the program.

EVALUATIVE CRITERIA
Based on the Eleven National Objectives
1976 - 1977

I. PROVIDE THE OPPORTUNITY FOR EACH MIGRANT CHILD TO IMPROVE COMMUNICATION SKILLS NECESSARY FOR VARYING SITUATIONS.

Yes	No	
☐	☐	1. The children display enthusiasm and motivation toward learning experiences.
☐	☐	2. The main emphasis of the curriculum reflects the development of each child's communication skills and language development.

Yes	No	
☐	☐	open discussion
☐	☐	conversation
☐	☐	story telling
☐	☐	relating news
☐	☐	making announcements
☐	☐	giving reports (i.e. show and tell)
☐	☐	role playing

Yes	No	
☐	☐	3. English as a second language is an important part of the curriculum, for bilingual migrants, where applicable.
☐	☐	4. Reading materials in both languages will be provided, where applicable.
☐	☐	5. Children are encouraged to express and discuss ideas.
☐	☐	6. Teachers maintain an atmosphere of freedom for individual choices that develops self-control.
☐	☐	7. The instructional staff plans a program which fulfills behavioral objectives in the cognitive and psychomotor areas.
☐	☐	8. All instructors are properly certified in their major field of competency for their designated teaching assignment.

Comments:

II. PROVIDE THE MIGRANT CHILD WITH PRE-SCHOOL AND KINDERGARTEN EXPERIENCES GEARED TO HIS PSYCHOLOGICAL AND PHYSIOLOGICAL DEVELOPMENT THAT WILL PREPARE HIM TO FUNCTION SUCCESSFULLY. (Note: This item will be judged on the lowest grade enrolled.)

Yes	No	
☐	☐	1. The children are constructively active, displaying self-control, and self-discipline.
☐	☐	2. Children are encouraged to exercise individual initiative to develop beneficial habits.
☐	☐	3. The children are willing to assume a share in group responsibilities.
☐	☐	4. Children are helped in developing a wholesome self-image.

Yes	No	
☐	☐	5. Teachers display a positive approach to children by recognizing their contribution, regardless how small.
☐	☐	6. Teachers use kindness but firmness in terms of setting parameters.
☐	☐	7. Teachers help children to "help themselves" in work and play.
☐	☐	8. Teachers judge children individually in terms of their maturity and background experiences.
☐	☐	9. Children are provided for in terms of their own rate of development. (Specific strengths and weaknesses)
☐	☐	10. The program includes a variety of manipulative objects to clarify learning concepts.
☐	☐	11. Activities will be provided which will improve sensory-motor perception in accordance with the development of the child. (Small muscle development)
☐	☐	12. Children will be provided with organized physical activity.
☐	☐	13. The curriculum is responsive to the needs of migrant children by reflecting a balanced and flexible program of planned activities appropriate to the child's social, emotional, physical, and intellectural level.

Comments:

III. PROVIDE SPECIALLY DESIGNED PROGRAMS IN THE ACADEMIC DISCIPLINES (LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND OTHER ACADEMIC ENDEAVORS) THAT WILL INCREASE THE MIGRANT CHILD'S CAPABILITIES TO FUNCTION AT A LEVEL CONCOMITANT WITH HIS POTENTIAL.

Yes	No	
☐	☐	1. The program provides the child the opportunity to move at his own rate from one achievement level to another.
☐	☐	2. The program uses multi-sensory approaches in strengthening the learning process for children.
☐	☐	3. The program includes a variety of experiences to provide for each child's interest.
☐	☐	4. The program provides for large group, small group, and individualized instruction.
☐	☐	5. The program relates the food to actual learning experiences.
☐	☐	6. The teachers conduct remedial instruction through application of appropriate materials for each child's level of ability.
☐	☐	7. The teachers assist in counseling and guidance for screening those students in need of such services.
☐	☐	8. The project has implemented the Criterion Reading Program.
☐	☐	9. The aides assist teachers in:

Yes	No	
☐	☐	tutoring in subject areas
☐	☐	conducting meaningfull drills
☐	☐	supervising extracurricular activities
☐	☐	leading children in organized physical activities

☐	☐	10. The program provides for experiences in consumer education.

Yes No

___ ___ 11. The education program contains facets of:

Yes	No	
☐	☐	role playing to develop interdependence of all people
☐	☐	activities for children to develop creative expression
☐	☐	music for appreciation, relaxation, rhythm development, etc.
☐	☐	art to express feelings through various media
☐	☐	field trips to correlate teaching units
☐	☐	curriculum development that captures children's interest
☐	☐	rest time for the child, where applicable
☐	☐	oral surveys, written tests, and anecdotal records of every child's progress
☐	☐	seat work which is meaningful and assists children to develop in skill communication

Comments:

IV. PROVIDE SPECIALLY DESIGNED ACTIVITIES WHICH WILL INCREASE THE MIGRANT CHILD'S SOCIAL GROWTH, POSITIVE SELF-CONCEPT AND GROUP INTERACTION SKILLS.

Yes No

☐ ___ 1. The program teaches children how to choose and prepare foods that are inexpensive, appealing, and nutritional.

___ ___ 2. The program emphasizes the practical use of subjective materials to real life situations by:

Yes	No	
___	☐	providing the child the opportunity to learn the use of eating utensils
___	☐	encouraging table manners
___	☐	having the teachers and teacher aides eat with the children to demonstrate common courtesies.

☐ ☐ 3. The program fosters tolerance, respect, and appreciation for other cultures by:

Yes No

- ☐ ☐ studying art of other cultures
- ☐ ☐ studying music of other cultures
- ☐ ☐ studying dances of other cultures
- ☐ ☐ studying folkways and mores of other cultures
- ☐ ☐ serving food nature to other cultures

☐ ☐ 4. The program fosters a sense of responsibility to self and to the group by appreciation for the heritage each participant has brough with him.

☐ ☐ 5. The program fosters a sense of responsibility to self and to the group by knowledge of the heritage each participant has brought with him.

☐ ☐ 6. The children share toys, books, and other materials.

☐ ☐ 7. The children have the responsibility of the care of a particular item (i.e., book, animal, toothbrush, etc.).

☐ ☐ 8. The instructional staff makes a regular assessment of the child's progress and needs.

☐ ☐ 9. The instructional staff makes daily evaluations of their program to fit emerging individual needs.

Comments:

V. PROVIDE PROGRAMS THAT WILL IMPROVE THE ACADEMIC SKILL, PRE-VOCATIONAL ORIENTATION AND VOCATIONAL SKILL TRAINING FOR OLDER MIGRANT CHILDREN.

Yes No

☐ ☐ 1. Field trips are made available in career opportunities, enabling the migrant child to explore career options.

☐ ☐ 2. The classroom contains reading materials that will enhance interest for career opportunities to these children.

☐ ☐ 3. The libarary contains reading materials that will enhance interest for career opportunities to these children.

☐ ☐ 4. The program includes experiences in industrial arts, and home economics.

Yes No

5. Provisions have been made to assist students in an assessment of their own abilities.

6. The program includes sewing classes for children and adults.

7. Project personnel provide individuals with information and necessary assistance to make meaningful and informed occupational choices

8. The students have access to extensive current information about:

Yes No

- occupations
- requirements for occupational entry
- opportunities for occupational preparation
- opportunities for employment in various occupations

9. Community resources are used to explore career opportunities.

Comments:

VI. IMPLEMENT PROGRAMS, UTILIZING EVERY AVAILABLE FEDERAL, STATE AND LOCAL RESOURCE THROUGH COORDINATED FUNDING, IN ORDER TO IMPROVE MUTUAL UNDERSTANDING AND APPRECIATION OF CULTURAL DIFFERENCES AMONG CHILDREN.

Yes No

1. The program utilizes money from the United States Dement of Agriculture for purchasing food.

2. The program utilizes money from the Department of Welfare to provide day care centers, where applicable.

3. The program utilizes social workers provided by the Department of Welfare, where applicable.

4. The Department of Health provides the necessary health services.

5. List the state agencies involved in the planning of the program:

_____

_____

_____

6. List the local agencies involved in the planning of the program:

_____

_____

_____

_____

Comments:

VII. DEVELOP IN EACH PROGRAM A COMPONENT OF INTRASTATE AND INTERSTATE COMMUNICATIONS FOR EXCHANGE OF STUDENT RECORDS, METHODS, CONCEPTS, AND MATERIALS TO ASSURE THAT SEQUENCE AND CONTINUITY WILL BE AN INHERENT PART OF THE MIGRANT CHILD'S TOTAL EDUCATIONAL PROGRAM.

At the local level, appropriate project personnel will be employed to carry out the following objectives.

Yes	No	
☐	☐	1. To identify all migrant children who are eligible for inclusion in the Migratory Child Compensatory Program.
☐	☐	2. To identify eligible migrants already enrolled in the schools.
☐	☐	3. To enroll every identified migrant child in the Migrant Student Record Transfer System.
☐	☐	4. Have parents been informed that their children are enrolled on MSRTS?
☐	☐	5. To insure proper utilization of the MSRTS.
☐	☐	6. To gather enrollment, educational, and health data from the school for the Terminal Operator.
☐	☐	7. To assist in development and implementation of effective parental involvement.
☐	☐	8. To promote community awareness of the Migratory Child Compensatory Program.

Yes	No	
☐	☐	9. To improve the life of the migrant child by facilitating the delivery of health services to migrant children
☐	☐	10. To inform the migrant family of available health services.
☐	☐	11. To assist in providing continuity of health service through intra and interstate communication.
☐	☐	12. To assist in promoting continuity of services through interstate and intrastate cooperation.
☐	☐	13. To make sure a specific teacher has been assigned to handle the records of their particular group.
☐	☐	14. The records are on file in a place that allows easy access for the teacher.

Comments:

VIII. DEVELOP COMMUNICATIONS INVOLVING THE SCHOOL, THE COMMUNITY AND ITS AVAILABLE AGENCIES AND THE TARGET GROUP TO INSURE COORDINATION OF ALL AVAILABLE RESOURCES FOR THE BENEFIT OF MIGRANT CHILDREN.

Yes	No	
☐	☐	1. Efforts are made to involve the parents as an integral part of the migrant project.
☐	☐	2. The program has personnel who can add to cultural enrichment by supplementing music, art and history of minority cultures.
☐	☐	3. The program has aides who can provide an opportunity for reinforcing English as a second language, where applicable.
☐	☐	4. The program has aides who are bilingual, where applicable.
☐	☐	5. The instructional staff has used available community resources in the educational program.
☐	☐	6. The program utilizes the efforts of:

Yes	No	
☐	☐	police department
☐	☐	fire department
☐	☐	churches
☐	☐	service clubs

Yes No

☐ ☐ 7. Cooperation with the news media (newspapers, radio, television) in the release of bulletins, announcements, or any other related materials.

☐ ☐ 8. Communication with migrant families is an important part of the program (bulletins, pamphlets, visits of social workers, etc.).

Comments:

IX. PROVIDE FOR THE MIGRANT CHILD'S PHYSICAL AND MENTAL WELL-BEING BY INCLUDING DENTAL, MEDICAL, NUTRITIONAL, AND PSYCHOLOGICAL SERVICES.

Yes No

☐ ☐ 1. The program contains a class A lunch for each child as prescribed by the U. S. Department of Agriculture.

☐ ☐ 2. The program provides a breakfast for each child.

☐ ☐ 3. The program provides a snack for each child.

☐ ☐ 4. The program teaches children the importance of cleanliness and proper food handling.

☐ ☐ 5. The program furnishes clothing to those children in need.

☐ ☐ 6. The program permits children the opportunity to select and purchase food as a learning experience.

☐ ☐ 7. The program has current health records for each child.

☐ ☐ 8. The program makes provisions for home visitations with the child's family to follow-up on health defects.

☐ ☐ 9. The program contains a complete health education program.

☐ ☐ 10. The program provides for:

Yes No

☐ ☐ complete physical examination

☐ ☐ immunizations

☐ ☐ dental examinations

☐ ☐ eye test

☐ ☐ hearing test

Yes	No	
___	___	tuberculosis test

Comments:

X. PROVIDE A PROGRAM OF HOME SCHOOL COORDINATION WHICH ESTABLISHES RELATIONSHIPS BETWEEN THE PROJECT STAFF AND THE CLIENTELE SERVED IN ORDER TO IMPROVE THE EFFECTIVENESS OF MIGRANT PROGRAMS AND THE PROCESS OF PARENTAL REINFORCEMENT OF STUDENT EFFORT.

Yes	No	
___	___	1. The program includes programs where migrant children demonstrate to their parents what they have learned in school.
___	___	2. The program includes a fiesta or some other social event(s) as a method of increasing parental involvement.
___	___	3. The parents of children are invited to accompany teachers and children on field trips, where applicable.
___	___	4. Personnel are encouraged to make home visitations to establish personal contact with the parents.
___	___	5. Are plans being made for the formation of a Parent Advisory Council for planning cultural and educational needs?

Comments:

XI. INCREASE STAFF SELF-AWARENESS OF THEIR PERSONAL BIASES AND POSSIBLE PREJUDICES AND UPGRADE THEIR SKILLS FOR TEACHING MIGRANT CHILDREN BY CONDUCTING IN-SERVICE AND PRE-SERVICE WORKSHOPS.

Yes	No	
___	___	1. All teachers and aides have been in-serviced to include experiences designed to increase awareness and sensitivity to the migrant child and community.
___	___	2. Teachers show evidence of sensitive awareness toward the children.

Yes	No	
☐	☐	3. The teachers and aides participate comfortably, effectively, and demoractically in culturally mixed groups.
☐	☐	4. The teachers and aides have awareness of value issues and a sense of personal responsibility for value judgements regarding relationships across cultural lines.
☐	☐	5. The teachers and aides use the children's racial, ethnic, and cultural backgrounds as an educational resource.
☐	☐	6. The teachers and aides interpret matters relating to the student's socio-economic status and/or culture.
☐	☐	7. The effectiveness of the learning experiences has been periodically evaluated by the migrant community.
☐	☐	8. Certified instructors who have exhibited empathy for the minority student are selected for the migrant education program.
☐	☐	9. Evidence of (state) in-service training is readily observable in each migrant project.

Comments:

1977 Plans

The following pages are excerpts from the application for funds. It is included as a guide for project directors and teachers in implementing their 1977 programs.

ADMINISTRATIVE

Implementation of State Plan

The Bureau of Special and Compensatory Education of the Pennsylvania Department of Education will receive application(s) for the implementation of the Pennsylvania Migrant Education Program.

Upon approval of the application by the Pennsylvania Department of Education, local sites will be selected which can best serve migrant children. The site selection will be determined by, but not limited to, the following criteria:

1. Proximity to the migrant population.
2. Availability of qualified staff.
3. Past experiences demonstrated by the site.

The application will state the specific objectives to the accomplished at each site and will include an assurance that:

1. Each site will have a migrant program site director who keeps in close contact with the daily operation of the program.
2. Instructional programs will be tailored to the learning styles of migrant children by placing emphasis on physical involvement and building feelings of security and self-esteem.
3. Learning activities will emphasize positive aspects of the migrant's subculture.
4. Each site will provide adequate health services.
5. Each site will provide food services to the children enrolled.
6. Each site will include one meal function to which the parents are invited.
7. Each classroom will have reading materials for the wide range of abilities.
8. Pre-school and primary school children will have an adequate supply of materials and equipment, such as puppets, puzzles, blocks, tools, and other items, for instruction and creative play.
9. The programs will be planned to operate for the entire period of time that the migrants are in the community.
10. Special programs for youth which are conducted in the evenings and on weekends will be scheduled so that they do not conflict with the students' responsibilities as members of the migrant crew.

11. Maximum use will be made of aides.
12. An orientation period for the staff will be provided.
13. Forms and reports to the state office will be tendered promptly and accurately.
14. Local staff development activities will be included in each site.
15. Special attention will be given to the procedures of the national Migrant Student Record Transfer System.
16. All agencies, both public and private, providing services for migrant children will be contacted and given the opportunity to participate in the total child development process.

Objectives and Needs for Assistance

The state of Pennsylvania has ascribed to and adopted the educational goals (see Part III) recommended by the confederacy of "Eastern Stream Migrant States".

The total Pennsylvania migrant population is served by ten (10) separate project sites. In order to insure that (a) all of the project sites are working toward the achievement of the Eastern Stream educational goals, (b) there is a coordination of all programs within the state in accord with the state plan, and (c) the state migrant staff is correlating all efforts expended to maximize the effective implementation project sites and state programs, it was decided that a consortium of all local program LEA's be established.

The focal point of the Pennsylvania Migrant Education Program is presently located at Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania, because of computer facilities and the instructional resource center.

Each local project site will have local autonomy in the design and implementation of local projects which will meet the needs of the representative population. Uniformity in state program implementation will be realized through supportive services and/or programs coordinated and conducted by the Pennsylvania state program staff.

Each site will be responsible for:

1. Submitting a comprehensive Pennsylvania Migrant Education Program Site Proposal to the Pennsylvania Migrant Education Program Director yearly.
2. Providing fiscal management for each project site, which includes monthly fiscal reporting on both the consortium and each project site.
3. Maintaining all required records.

4. Working with the Pennsylvania Migrant Education Program staff in order to insure compliance as well as effective program implementation by each local project site.

5. Scheduling and conducting regular, periodic meetings for local project site personnel as well as any other meetings required for program implementation.

6. Providing and maintaining effective guidelines for each local project site regarding operational procedures.

7. Coordinating and disseminating all local program site evaluation data to each local project site director for dissemination.

PENNSYLVANIA MIGRANT EDUCATION INSTRUCTIONAL COMPONENT

Early Childhood Development	Elementary	Secondary
1. Health/Nutrition	1. Health/Nutrition	1. Health/Nutrition
a. Provide medical examinations and treatment.	a. Provide medical examinations and treatment.	a. Provide medical examinations and treatment.
b. Provide visual, auditory, and dental examinations and follow-up treatment.	b. Provide visual, auditory, and dental examinations and follow-up treatment.	b. Provide visual, auditory, and dental examinations and follow-up treatment.
c. Provide emergency medical care.	c. Provide emergency medical care.	c. Provide emergency medical care.
d. Provide necessary immunizations.	d. Provide necessary immunizations.	d. Provide necessary immunizations.
e. Provide a nutritious diet.	e. Provide a nutritious diet.	e. Provide a nutritious diet.
f. Provide health and nutrition instruction.	f. Provide health and nutrition instruction.	f. Provide health and nutrition instruction.
2. Language Arts	2. Language Arts	2. Language Arts
a. Provide individual learning activities for the duration of the preschool program through which each migrant child will have experienced success in language development and communication process skills.	a. Provide a language arts program stressing listening, speaking, reading, and writing.	a. Provide a language arts program stressing listening, speaking, reading, and writing.
b. Provide appropriate learning activities designed to enhance verbal and non-verbal communication skills in whatever language necessary.	b. Provide instruction in reading English, using the child's dominant language as appropriate.	b. Provide instruction in reading English, using the child's dominant language as appropriate.
Provide activities to meet multilingual needs.		c. Provide critical reading and other skills as required for reading in specific subject areas.

d. Provide corrective speech and hearing measures as necessary.

3. Social/Emotional/Motor Develop.

a. Provide children with instruction in order to aid development in positive self-concept, emotional security, cultural orientation. social interaction, and general health care.

b. Provide psychological and guidance counseling when appropriate.

c. Improve and strengthen sensory motor perception in accordance with the child's developmental stages.

d. Measure growth through teacher observation, as a result of physical activities, and/or evaluation.

e. Provide psychological and/or diagnostic services when appropriate.

4. Mathematics

a. Provide a math program based on individual needs to enable children to progress at a rate commensurate with their individual abilities and developmental

3. Social/Emotional/Motor Develop.

a. Provide children with an orientation of their cultural heritage as a means of giving them a meaningful self-concept and the emotional and social security needed for adult growth and social interaction, including the development of gross and fine motor skills.

4. Mathematics

a. Provide a math program based on individual needs to enable children to progress at a rate commensurate with their individual abilities and developmental

3. Social/Emotional/Motor Develop.

a. Provide youth with an orientation of their cultural heritage as a means of giving them a meaningful self-concept and the emotional and social security needed for adult growth and social interaction, including the development of gross and fine motor skills.

4. Mathematics

a. Provide a math program based on individual needs to enable children to progress at a rate commensurate with their individual abilities and developmental

readiness stages.

b. Provide opportunities to improve mathematical skills.

c. Provide opportunities to improve math competencies through the use of manipulative materials and audio-visual aids.

5. Career Awareness/Exploration/ Vocational Training

a. Provide opportunities to identify aptitudes, explore interests, and demonstrate abilities relating to the world of work.

6. Physical Ed./Recreation

a. Increase physiological development and general well-being through the implementation of physical education activities.

readiness stages.

b. Provide opportunities to improve mathematical computational skills.

c. Provide opportunities to improve math competencies through the use of manipulative materials and audio-visual aids.

5. Career Awareness/Exploration/ Vocational Training

a. Provide opportunities to identify aptitudes, explore interests, and demonstrate abilities relating to the world of work.

b. Provide opportunities to explore and become aware of career options.

c. Provide opportunities to explore agriculture-related careers.

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readiness stages.

b. Provide opportunities to improve mathematical computational skills.

c. Provide opportunities to improve math competencies through the use of manipulative materials and audio-visual aids.

5. Career Awareness/Exploration/ Vocational Training

a. Provide opportunities to identify aptitudes, explore interests, and demonstrate abilities relating to the world of work.

b. Provide opportunities to explore and become aware of career options.

c. Provide opportunities to explore agriculture-related careers.

d. Provide opportunities to acquire marketable skills in the career cluster of the student's choice.

e. Provide paid on-the-job training and work experience.

6. Physical Ed./Recreation

a. Increase physiological development and general well-being through the implementation of physical education activities.

OBJECTIVES

As a means of meeting the needs of the migrant children and their programs in the state of Pennsylvania, the following objectives have been made, based on the previously stated assessments.

I. Staff Development

A. Develop a program in conjunction with Millersville State College that will deal with training teachers who have non-English speaking or limited English speaking children. The program will deal with the techniques involved in teaching English as a Second Language and language development in general, as well as the migrant child's special needs.

B. Develop an in-service program to enable teachers to understand the various cultural backgrounds of the students and provide the opportunity to learn the child's dominant language.

C. Develop close contact with those teachers who have migrant children during the year and orient them to the staff development program and other supportive services available to them.

II. Curriculum

A. Develop a set of objectives that should be minimally required by the state's local sites.

B. Revise, review, and adapt the curriculum of those home base areas that would assist Pennsylvania in carrying out the stated objectives.

C. Explore the possibility of developing a means of circulating suggestions on the materials, planning in-service for effective use of materials, and developing central purchasing of materials.

D. Coordinate a reading program for the migrant children. Reading is Fundamental will give children books to take home.

III. Communities

A. Coordinate educational services with the needs of the migrant communities in the areas of education to increase their understanding of living in the United States.

B. Coordinate home/school activities with the migrant parents to aid them in the organizing of their agencies and services to the migrant communities.

CALENDAR OF EVENTS

September	Local sites begin supplementary work with schools
October - November	Visits made to the Migrant Teacher Resource Center at Millersville State College by the local site staff for training, curriculum development, and materials distribution
October - November	Meet with local site directors for input on needs and evaluation of the program
November	Annual fall follow-up evaluation workshop
November - June	On-site visitations made by the curriculum director to assist with in-service development and educational improvement of staff
March	Eastern Stream Regional Conference, Atlanta, Georgia, (at least one representative from each site)
May	National Migrant Education Conference (representatives from each site)
June	State-wide in-service program (one week) for all personnel in the program
July - August	Local sites' summer programs begin
	In-service by curriculum director, MSRTS coordinator, and Puerto Rican liaison officer

STAFF DEVELOPMENT

The Department of Education, Bureau of Special and Compensatory Education, will facilitate the design of in-service programs necessary to up-grade and improve local sites' educational programs. The meeting of stated needs will continue on a year-round basis to improve and increase the development of staff. In-service programs will be relative to curriculum, enrichment goals, and an understanding of the migrant child's ethnic and cultural background.

The staff development plan will encompass the following:

1. October-November - Visits made to the Migrant Teacher Resource Center at Millersville State College by the local site training, curriculum development, and materials distribution personnel.
2. November - A state-wide evaluation workshop will be held at Millersville State College to review and evaluate previous programs and to make plans for future programs.
3. November-June - On-site visitations made by the curriculum director and/or designated qualified personnel to assist with in-service development and educational improvement of staff.
4. March - Representatives from each site will attend the Eastern Stream Regional Conference.
5. May - Representatives from each site will attend the National Migrant Education Conference.
6. June - All local sites' staff will attend a week-long instructional in-service session at Millersville State College.

In addition to the above, the following provisions will be made:

1. A curriculum director will in-service staff in all summer enrichment programs and will be available to local educational agencies to improve services to five-year provisional students on a year-round basis. (See attached Appendix A.)
2. An in-service of procedures for the transfer of records will be given.
3. Criterion reading for all local sites, and the development of a program of criterion math by providing specialized training, will be implemented.
4. Evaluation teams will give direction to the local sites, interpret goals of the state plan, and determine if the local sites are meeting program objectives.
5. In-service programs will be developed that will best meet individual local sites' needs.
6. A liaison with the State Department of Education of Puerto Rico will be nurtured in order to provide an educational continuum for migrant children. (See attached Appendix B.)
7. Local site directors will meet several times during the school year to discuss and assess program needs and objectives.

Additional in-servicing of programs will be made by the curriculum director and the MSRTS coordinator, who will make on-site visitations to

assist in in-service programs. The curriculum director will develop teaching techniques and provide projects with curriculum materials to assist teachers. The MSRTS coordinator will train record personnel and other on enrollment procedures and interpretation of records.

Every effort will be made to organize all activities so that the very best results can be obtained from all in-service programs.

EVALUATION

Evaluation data will be collected from a variety of sources and will be summarized and compiled into an annual evaluation report. This evaluation report will include such items as:

1. National program goals
2. State objectives and priorities
3. Identification and recruitment of migrant children
4. Program development
5. Methods and procedures
6. Findings relating to:
   - children served
   - grade placement
   - instructional activities
   - supporting services
   - coordination with other agencies
   - staff development
   - community involvement
   - interstate planning
   - project objectives
   - dissemination efforts
   - test results
   - exemplary projects
   - program recommendations.

Data will be collected and maintained which will be derived from attendance records, monitoring visits, test results, student profiles, health screenings, teacher's anecdotal records, performance records, rating scales, MSRTS information, and other appropriate measuring devices.

Success of each project will be judged by the degree to which each project objective was attained. This judgement will be based upon a joint examination of the objective by the project director and the state evaluation team, using all documentation in reaching each decision. The criteria for fully attaining each objective will be stated in the objective. Joint consideration will also be given to the relevance of the program to the expected outcomes and benefits.

APPENDIX

Puerto Rico and Pennsylvania Liaison Officer

In order to understand and work effectively with our migrant Puerto Rican children, we have to learn about their historical, economic, and environmental situation. Our coordinators will foster the understanding and respect for working effectively with the Puerto Rican migrant students. Teaching personnel from Puerto Rico in the United States will have a liaison person to advise them on cultural aspects and educational activities. The liaison officer also will serve as a link between Puerto Rican and continental teachers. Counseling will be offered to the teachers to promote a better understanding of the behavior of the Puerto Rican migrants.

The following are suggestions that the liaison officer for Puerto Rico and Pennsylvania Migrant Education Programs may initiate, depending upon the particular state program.

1. Identify and locate Puerto Rican migrant children as defined by P.L. 93-380 Section 122.
2. Coordinate recruiting bilingual teachers with other migrant programs.
3. Establish communication between state and federal officers who are related with the educational problems of the Puerto Ricans in the United States.
4. Contact institutions and agencies that are in some way related to the education of the migrant Puerto Rican families.
5. Recruit teaching personnel for service in school systems abroad upon request.
6. Establish a program promoting educational materials produced in Puerto Rico that might be used in other school systems.
7. Encourage the production, translation, and use of materials specially designed for students with difficulty in English or Spanish.
8. Learn more about the curriculum, supervision, administration, and accountability of the Migrant Program.
9. Help the state migrant program with the identification and recruitment of Puerto Rican migrant children.
10. Help the state migrant program with curriculum objectives and materials used by the Commonwealth of Puerto Rico in an attempt to provide as much continuity as possible in the academic program activities of the migrant child.
11. Help the state migrant program with curriculum design and the selection of instructional materials that could be used with the Spanish speaking migrant child.

12. Facilitate the recruitment of bilingual/bicultural personnel from Puerto Rico by the school systems on the mainland.
13. Help the state migrant program with the involvement of Spanish speaking communities.
14. Provide the state migrant staff with a resource person for the orientation of teachers and other personnel concerning the Puerto Rican culture to help them understand the behavior of the migrant child and his family.
15. Coordinate activities with local agencies in the state to help the migrant family and their children understand and adapt to the cultural setting they encounter on the mainland.

Program Development

With each year migrant education in Pennsylvania becomes more sophisticated, more capable, better equipped to meet the needs of migrant children in Pennsylvania. To insure the continuance of this positive growth pattern, the state staff must work cooperatively with the individual project personnel throughout the state. With this support the various projects should be able to keep on top of the needs of the migrant communities and should be constantly exposed to all the possibilities for innovative programming to meet those needs. The Migrant Education Planning Specialist will assist the existing state staff to this end.

During the past year the emphasis of migrant education in Pennsylvania has moved steadily towards year-round programming. Considering that 50% of our migrants are five-year provisional, a push for the development of programs on a year-round basis is a push in the right direction.

What is meant by year-round programming? What are the steps in developing relevant programs on a year-round basis? These are just two of the many questions the planning specialist, state migrant education staff, and project personnel must seriously consider. To answer the first questions, the Planning Specialist sees year-round programming as any which provides for supportive and/or educational services for migrant children on a year-round basis. Examples of supportive services would be guidance counseloring for high school students, referral and in-service programs for teachers, children, and families, health programs for young adults, etc. Examples of educational services to migrant children would be aides to assist classroom teachers in the education of the individual, career awareness for the young, career education for the older migrant child. The possibilities of approaches to year-round programs are as numerous as the needs of the migrant community.

To answer the second question posed, before appropriate programming can be developed, several measures must be taken to determine what programming is most suited for the specific area. A detailed assessment of the migrant community, services and types of funding, existing community/school services operating for migrant children and families, facilities available to accommodate programs, awareness and acceptance of the migrant population by the community at large, availability of qualified personnel to administer programs, etc. must be made. This assessment, the most important rung on

the ladder of program development, must be carried out with accuracy and thoroughness. The state migrant staff can be most helpful to the project sites by establishing structured yet flexible guidelines for making assessments. Only through proper assessments can relevant, innovative programming evolve.

With assessment completed, the individual site personnel can begin to creatively match needs with appropriate resources, the final product being positive programs.

Although each site has its specific need for and resources in developing year-round programs, several priorities for consideration should be mentioned. Child development programs, year-round guidance programs, supplementary enrichment program (cultural awareness, career awareness, career education, recreational programs, and programs based on the special interests of the individual migrant child, to name a few) are three broad possibilities for programming.

For the coming year, site personnel should be encouraged to continue and expand upon existing year-round programs while innovating new programs.

Migrant Teacher/Parent Resource Center

The establishment of the year-round Migrant Teacher/Parent Resource Center will greatly enhance the staff development plan. The primary purposes of the center will be to:

1. Secure audio-visual materials pertinent to classroom needs.
2. Distribute instructional and non-instructional materials appropriate for the migrant children.
3. Obtain adequate quantities of materials related to the cultural background of the children being taught.
4. Provide fundamental staff development and teacher training for the migrant program.
5. Provide program planning in the areas of testing, curriculum, in-service, materials purchasing, etc.

Objectives:

1. Prepare an audio-visual center in order to facilitate supportive services for teachers in the migrant program and/or teachers of migrant children.
2. Have materials available on a year-long basis in order to serve better the migrant teacher and to provide better in-service training for migrant teachers.
3. Have films and other audio-visual materials not only in the educational field but also in the entertainment field.
4. Have a centralized storage and purchase system which will house tests, research data, and books (instructional and non-instructional) in the migrant education field.

5. House a center which will help in the development of innovative ideas in teaching (curriculum) and serve as a showcase for visiting migrant teachers and migrant personnel.
6. Prepare teachers for future work in the migrant program.
7. Increase interstate communication of program improvements made.
8. Establish satellite centers where necessary and feasible.

Description:

1. As a means of providing the services and fulfilling the basic objectives mentioned above, the following areas will be the focus for developing the Migrant Teacher/Parent Resource Center:

1. Career/pre-vocational/vocational/agri-business education.
2. Health and nutrition education.
3. Cultural education and enrichment.
4. Early childhood education/parent education.
5. Language development/language arts (curriculum).
6. Mathematics (curriculum).
7. Testing and diagnosing.
8. Migrant adult education/curriculum design.
9. Staff development and teacher training.
10. Physical education.
11. Multilingual/multicultural education.
12. Enrichment through creative arts and the humanities.

Evaluation:

An on-going research and evaluation design will be an integral part of the total program to study effectively the impact resulting from the Migrant Education Program and the Teacher/Parent Resource Center.

The Migrant Teacher/Parent Resource Center will operate as a library, resource and distribution center; as a center for curriculum development, program planning, staff development, and teacher visitation.

Lincoln Intermediate Unit
Pilot Program in Career Exploration

The Lincoln Intermediate Unit # 12 Migrant Education Staff has recognized that large numbers of interstate migrant students drop out of school for a life in the migrant stream before entering the senior high level, at which time the majority of schools present the opportunity of experiencing alternatives or options available through vocational or career training.

Through Title I ESEA Migratory Amendment, a pilot program in career exploration will be offered to approximately thirty upper elementary and lower junior high school summer school students in the south central counties

of Adams, Franklin, and York. The program will utilize a 12' x 60' mobile unit used during the regular school year for diagnostic testing purposes in a work experience program for special education students.

Students will be given the opportunity to select five stations from the following list to explore through a "hands on" process.

Basic tools
Bench assembly
Needle trades
Electrical wiring
Soldering and welding
Small engine service
Cooking and baking
Office and sales clerk
Plumbing and pipe fitting
Carpentry and woodworking
Refrigeration, heating, air conditioning
Sheet metal working
Masonry

Each station contains a film/cassette unit at which the student watches the film while listening by earphones to the step-by-step directions guiding him through each work sample.

In addition to the stations, students will be given interest surveys and the opportunity to explore careers through various printed career kits, cassettes, and films. As a follow-up, field trips will be taken to observe various careers in business, industry, construction sites, etc.

The program staff hopes that through this program the opportunity of exploring various careers and the skills required by the respective careers will enable each student to realize the option available to him and perhaps spark an interest or desire to remain in school ong enough to reach that end.

Pennsylvania Model Migrant Project Droup-Out Prevention - Reaching Outward

During the past year, the state of Pennsylvania has piloted a "Reaching Outward" program in one of the local project sites. The program is an adaptation of the Drug and Alcohol Council's survival camping program and is designed to act as a vehicle for identifying and developing leadership qualities in youth. If positive results are shown by the experimental project, "Reaching Outward" could be adopted state-wide as a means of developing young leaders among the migrants who could be trained as tutors, involved in work study programs, and possibly be motivated to finish school, if not to go on to higher education. If successful, the adoption of the program would (a) provide programs with empathetic, qualified, native speaking, and culturally oriented personnel, and (b) provide young migrant students with achievement oriented models whom they can emulate.

The Pennsylvania Reading Assessment Test

Pennsylvania migrant programs are currently utilizing the Pennsylvania Reading Assessment Test as a pre- and post-test during the summer. This test is a Cloze Procedure Test, which means those taking the test must fill in appropriate responses for passages having every nth word deleted (in our case, every 7th word). The available passages are in English and Spanish and are designed to show approximately on which of the three levels (first grade, third grade, of fifth grade) the child is reading.

The results from these tests have several practical applications. They give the teacher a quick guide as to each child's reading level and thus offer a means for determining what emphasis should be placed on reading. An analysis sheet accompanies each test and may offer insight into the nature of a particular child's reading problem.

Totline Tidbits for Parental Development

Totline Tidbits is a practical guide for the development of greater and more effective parenting, which is audited and published by the Educational Development Center at Millersville State College. The booklet, available in both Spanish and English, has been praised for its helpful ideas for the parents of young children. Fully illustrated, the booklet contains complete instructions for making over twenty-six toys out of scraps of materials found around the home. The toys are arranged according to age level, from two months to twenty-four months. Also included are songs, games, and activity ideas for the parents of young children. This booklet is distributed to all migrant parents of young children in the state.

AGENDA FOR SPRING MIGRANT EDUCATION WORKSHOP
Millersville State College
June 23, 24, 25, and 26, 1976

Wednesday, June 23, 1976

5:00 p.m. - 6:30 p.m.	Registration, Hull Hall
7:00 p.m. - 8:00 p.m.	Sit-down dinner, Cordinier Dining Hall
8:00 p.m.	Greetings and Introductions Joseph E. Dunn
	Guest speaker Dr. Jose Chou Consultant for Council of Churches, Hispanic Affairs Topic: The Importance of Native Culture Retention
8:45 p.m.	Rap sessions in assigned rooms Time for individual programs to meet with project directors
9:30 p.m.	(Wait and see!)

Thursday, June 24, 1976

8:30 a.m. - 9:30 a.m.	Coffee and Danish
* 9:30 a.m. - 10:30 a.m.	Discussion of Criterion Reading Program
10:30 a.m. - 10:45 a.m.	Break
*10:45 a.m. - 12:00 noon	Criterion Reading Program
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:00 p.m.	Inservice on Cloze Procedure Testing Jon Jonz, Testing Specialist
3:00 p.m. - 6:00 p.m.	Free
6:00 p.m. - 7:00 p.m. (optional)	Presentation on Learning Centers Ira Light Gordinier

* Special sessions for recruiters, social workers, and health personnel. (These sessions will be held during the same time as the Criterion Reading Program.) Topics to be discussed:

a. How to foster good communications within the migrant camp
b. How to recruit and continue services for the five year provisional community
c. Health problems endemic to the migrant population.

Friday, June 25, 1976

8:30 a.m. - 9:00 a.m.	Coffee and Danish
9:00 a.m. - 12:00 noon	Final session for Criterion Reading Program
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	General session
	Migrant Student Record Transfer System James Cole, Michael Reed
	Report on the Reaching Outward Program Betty Patton, Susann Lang Smith
2:00 p.m. - 3:30 p.m.	Rap sessions moderated by selected leaders
	Records clerks - Michael Reed
	Pre-school - Irma Coradetti, Jean diSabatino
	Social work, community service - Joan Schneider
	Vocational education - Lee Ann Hartman, Manuel Recio
	Grades 1-3 - Manuel Valenzuela
	Grades 4-6 - Edward Ruggles
	Jr./Sr. High - Kiko Garcia
6:00 p.m.	Dinner
8:00 p.m.	Square dance

Saturday, June 26, 1976

8:30 a.m. - 9:00 a.m.	Coffee and Danish
9:00 a.m. - 12:00 noon	General session
	Professional Attitudes Towards Migrancy Chip Kirchner, moderator
	Participants will circulate among four groups led by members of the four major cultures found in our migrant population (Black, Chicano, Anglo, and Puerto Rican)
12:00 noon	Lunch
	Dismissal

Planning Committee for the Spring Workshop

Irma Coradetti, Teacher

Jean diSabatino, Coordinator, La Escuelita

Marilyn Felix, Teacher aide

Nydia Flores, Migrant Education/Bilingual Specialist

Lee Ann Hartman, Teacher

Leslie Hartman, Teacher aide

Manuel Recio, Coordinator, Puerto Rico

Michael Reed, Coordinator, Migrant Student Record Transfer System

Joan Schneider, Central Susquehanna Intermediate Unit project coordinator

Adele Theisson, Supportive services coordinator

FALL MIGRANT EDUCATION WORKSHOP

NOVEMBER 19 & 20, 1976

at the

Sherwood-Knoll Motel (Quality Inn)
Rt. 30, Centerville Exit

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WORKSHOPS AND PRESIDERS

Health - Marci Stein, Nurse, West Chester project

Project directors, nurses, and other personnel concerned with health are requested to attend. This planning session will set forth some general state guidelines for health services in our migrant project. Site director participation is essential in order to arrive at a plan which blends the best of the ideal with the practical.

From the ideas gathered in the first session, a formal statement will be written.

Testing - Michael Reed and Nydia Flores, Pennsylvania Migrant Education Staff

This session will express the needs not met by the tests used this past summer and make recommendations for scoring, recording, and administering procedures. Teachers and testing personnel will be encouraged to make recommendations and present additional examples of testing instruments. Personnel attending the first session should plan to attend all three.

Services for regular term program - Jean diSabatino, Pennsylvania Migrant Education Staff

Tutorial, pre-school, social, and staff supportive services, etc. will be the topics of concern in this session. Programming that will assist migrant children through the school year will be discussed. In addition, project personnel should come prepared with recommendations for how the Migrant Education staff at Millersville can service them through the regular school year.

Vocational/Career - Parker Cobel, Project Director, Lincoln Intermediate Unit

Since new emphasis has been placed upon career education for migrant children, this will be a planning session to map out the direction of career education in the state. Specifically, model programs, teaching units, activities indicating vocation aptitude/interest, and consumer education will be discussed.

Recruitment - Manuel Recio, Pennsylvania Migrant Education Staff

Recruitment has broadened its scope from merely an identification process to an entire social outreach. This process involves migrant parents with the education of their children on a year-round basis. Methods will be discussed which will orient recruiters to the varied possibilities of their position. Definite procedures will be set for the enrollment of children in the summer school.

Inter-agency Cooperation/Coordination - James Peters, Project Director, Northwest Tri-County Intermediate Unit

This session will deal with the advantages of working with federal and local funding agencies to supplement migrant education program budgets.

In-service based on Staff Interest - Paula Stoup and Nydia Flores, Pennsylvania Migrant Education Staff

Site directors and instructional staff will make recommendations for methods, procedures, and content for the Spring Migrant Education Workshop. The possibility exists for workshops for credit or practical based in-service packages.

General Session - Joseph E. Dunn, Presiding

S C H E D U L E

Friday, November 19, 1976

4:00 p.m. - 6:00 p.m. Registration outside the Yorkshire Room

6:00 p.m. Dinner

8:00 p.m. - 10:00 p.m. Sessions

Testing	Services	Voc/Career Ed	In-Service	Health	Recruitment	Agencies
session	session	session	session	session		

Saturday, November 20, 1976

8:00 a.m. - 10:00 a.m. Sessions

Testing	Services	Voc/Career Ed	In-Service	Health	Recruitment	Agencies
session	session	session	session	session	session	session

10:00 a.m. - 10:15 a.m. Coffee Break

10:15 a.m. - 12:15 p.m. Sessions

Testing	Services	Voc/Career Ed	In-Service	Health	Recruitment	Agencies
session	session	session	session	session	session	session

12:15 p.m. - 1:30 p.m. Lunch

1:30 p.m. - 2:30 p.m. General Session - final reports from group leaders

2:30 p.m. Dismissal

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PENNSYLVANIA - County Outline Map